

**Glen Ridge Board of Education**  
**Creative Writing**  
**Grades 9th-12th**  
***Elective***  
***Semester***

***New Jersey Student Learning Standards***

### English Language Arts Mission Statement:

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

### Course Description:

**In the Creative Writing class, students will develop an ability to express themselves creatively in a variety of forms beyond the traditional expository writing of the English classroom. Students will become engaged in creating original poems, narratives, short stories and non-fiction pieces. Incorporating the writing process. All students are encouraged to contribute final manuscripts to be published in the Glen Ridge Literary Magazine.**

Creative Writing
Unit 1: Nonfiction Focus: Memoir
<b>Time Allotted (days of instruction): 3-4 weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.
RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 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 set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.
L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
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<ul style="list-style-type: none"> <li>● How does our writing reflect our personal voice?</li> <li>● How do we develop voice in writing?</li> <li>● How do we determine what is important enough to our present self that would warrant further writing and exploration?</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to identify sensory details in published memoirs to see how authors use these types of details to enhance their memoirs.</li> <li>● Students will demonstrate understanding of sensory details through writing practice and in a final memoir.</li> <li>● Students will define “memoir” and read multiple examples.</li> <li>● Students will demonstrate understanding of memoirs through writing their own personal narrative.</li> </ul>	<ul style="list-style-type: none"> <li>● Read and discuss articles from <i>The Writer</i> such as “The Art of the Personal Essay” by Sheila Blender, “True Stories and Necessary Lies” by Tim Bascom.</li> <li>● Memoir lesson from NPR titled “On Memoir, Truth and ‘Writing Well’” by William Zinsser.</li> <li>● Read, discuss, and analyze content and structure from published memoirists such as Annie Dillard, Steven Harvey, Brenda Peterson, Arthur Saltzman, Susan Allen Toth</li> <li>● Complete and share memoir and voice related in-class writing prompts.</li> <li>● Complete free-writing exercises for sensory details in memoirs.</li> <li>● Write a short memoir detailing a significant moment(s) in your life.</li> <li>● Students will read samples of memoirs from published memoirists to examine the techniques that make these writings evocative and distinctive.</li> <li>● Students will read, discuss, and apply writing techniques and development ideas from news articles geared towards memoir and voice.</li> <li>● Students will develop complete memoir charts which will aid them in developing details in their memoirs.</li> <li>● Students will analyze the effects of sensory details in memoir through reading multiple memoir examples and related articles regarding the importance of creating accessibility and relatability in memoirs.</li> <li>● Students will participate in Media Center writing days, wherein they will utilize the computer resources to craft and edit their memoirs.</li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Various articles from <i>The Writer</i> magazine</li> <li>● Various sample memoirs from <i>The Fourth Genre</i></li> <li>● Excerpt: “How to Write a Memoir” by William Zinsser <a href="http://www.npr.org/templates/story/story.php?storyId=5340618">http://www.npr.org/templates/story/story.php?storyId=5340618</a></li> <li>● Turnitin.com</li> </ul>	
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● World History, Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</li> </ul>	

<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</li> <li>9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> <li>9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</li> <li>8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</li> </ul>
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>Class discussions and activities will address the purpose of personal voice. Nonfiction connections in the classroom will be from authors from various backgrounds, cultures, and races in order to foster a continued awareness of the richness of the world.</li> </ul>

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>In-class writing prompts</li> <li>Response questions</li> </ul>	<ul style="list-style-type: none"> <li>Memoir</li> </ul>	<ul style="list-style-type: none"> <li>Memoir assignment is benchmarked into 3 different drafts</li> </ul>	<ul style="list-style-type: none"> <li>Create a memory book, chronicling with captions the five most important moments in their lives.</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>Verbal explanation of notes</li> <li>Modified tests</li> <li>Supplementary explanations of topics discussed, such as teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>Modified tests, whether it be reduced multiple choice options or shortened written responses, if applicable</li> <li>Writing benchmarks provided</li> <li>Writing extensions to accommodate extended time</li> <li>Teacher notes/study guides provided</li> </ul>	<ul style="list-style-type: none"> <li>Create a Visual Memoir and present to the class</li> </ul>

<b>Creative Writing</b>
<b>Unit 2: Poetry</b>
<b>Time Allotted (days of instruction): 3 -4 weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5. 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.
W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.10. 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, and audiences.
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How do writers use a variety of ways to communicate their ideas, emotions, and experiences?</li> <li>● How does a poet best use figurative language to provide the reader with a fresh and innovative means of conveying all types of topics?</li> </ul>	<ul style="list-style-type: none"> <li>● Students will define and identify examples of metaphor, simile, personification, imagery, and rhyme scheme in numerous poems.</li> <li>● Students will analyze the purpose and effectiveness of poetic devices such as metaphor, simile, personification, imagery, and rhyme scheme.</li> <li>● Students will develop an understanding of how to read poetry for its meaning and interpretive nature.</li> </ul>	<ul style="list-style-type: none"> <li>● Read “Introduction to Poetry” by Billy Collins and discuss what the term “poem” means to you.</li> <li>● Students will read and examine a variety of published poems in order to experience a wide variety of poetic forms, such as but not limited to free verse, narrative, oulipo, renga, and acrostic and then construct poems imitating these different forms.</li> <li>● Students will read and examine a variety of published poems for figurative language, such as but not limited to simile, metaphor, personification, analogy, and then construct poems utilizing knowledge of these figurative terms.</li> <li>● Students will read various poems on differing themes to evaluate the means by which a poet can communicate his or her message through language.</li> <li>● Students will participate in a Poem of the Day activity, wherein each student will bring in a</li> </ul>

		<p>favorite/memorable poem that they will share at the beginning of each class.</p> <ul style="list-style-type: none"> <li>● Complete and share poetry and figurative language related in-class writing prompts and activities.</li> <li>● Write and share a variety of poems in various styles, including narrative, free verse, renga, and acrostic.</li> <li>● Write poems that apply knowledge of figurative devices such as analogy, metaphor, simile, and personification.</li> <li>● Develop and construct a Poetry Scrapbook/Portfolio, which will be a compilation of student poems developed in the class and published poems.</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● Various poems from <a href="http://www.poets.org">www.poets.org</a></li> <li>● Resources from <i>Writer's Digest</i> and <i>The Writer</i> magazine</li> <li>● The American Library of Poetry <a href="http://www.libraryofpoetry.com/">http://www.libraryofpoetry.com/</a></li> <li>● Carl Sandberg Poetry Contest <a href="http://www.nps.gov/carl/learn/news/student-poetry-contest.htm">http://www.nps.gov/carl/learn/news/student-poetry-contest.htm</a></li> <li>● The National High School Poetry Contest <a href="http://www.collegexpress.com/scholarships/national-high-school-poetry-contest/2007104/">http://www.collegexpress.com/scholarships/national-high-school-poetry-contest/2007104/</a></li> <li>● Turnitin.com</li> </ul>	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● World History, Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</li> </ul>	
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</li> <li>● 9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> <li>● 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</li> </ul>	
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</li> <li>● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</li> </ul>	
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>● Class discussions and activities will address the versatility and global nature of poetry. Poetry connections in the classroom will be from authors from various backgrounds, cultures, and races in order to foster a continued awareness of the richness of the world.</li> </ul>	



Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>In-class writing prompts</li> <li>Homework questions</li> </ul>	<ul style="list-style-type: none"> <li>Poetry Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Poetry Portfolio will have 3 benchmarks to help students meet all the requirements of the final portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>Compile five to ten poems and explain why those poems are meaningful to you.</li> </ul>

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>Provided summaries of poems to help ELL students understand the content</li> </ul>	<ul style="list-style-type: none"> <li>Modified tests, whether it be reduced multiple choice options or shortened written responses, if applicable</li> <li>Writing benchmarks provided</li> <li>Writing extensions to accommodate extended time</li> <li>Teacher notes/study guides provided</li> </ul>	<ul style="list-style-type: none"> <li>Enter poems in poetry contests such as The American Library of Poetry, Carl Sandberg Student Poetry Contest, and The National High School Poetry Contest</li> </ul>

Creative Writing
<b>Unit 3: Introduction to Fiction and the Short Story</b>
<b>Time Allotted (days of instruction): 3-4 weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

<p>W.9-10.3. 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, 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.</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.</p>
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>W.9-10.5. 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.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
<p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p>
<p>W.9-10.10. 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, and audiences.</p>
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 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 set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>
<p>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>
<p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p>

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"><li>● How do I tell a fiction story?</li><li>● What are the necessary components of different genres?</li></ul>	<ul style="list-style-type: none"><li>● Students will define and identify components of a short story (exposition, rising action, climax, falling action, conclusion).</li><li>● Students will read a variety of short stories to discuss and analyze models of effective short stories for their tone, purpose, and figurative language.</li><li>● Students will demonstrate knowledge of the elements of a short story through writing their own.</li></ul>	<ul style="list-style-type: none"><li>● Students will read sample short stories from different genres and authors to experience the multiple modes of storytelling. For each story, students will identify the elements of structure (exposition, rising action, climax, falling action, and conclusion).</li><li>● Students will work in peer editing groups to help develop and edit stories. Student feedback will be provided through in person discussion and on paper comments.</li><li>● Students will participate in in-class writing prompts to help develop knowledge and competency of short story development. Students will be given the opportunity to share their story prompts with the whole class.</li><li>● Students will read sample stories and articles which explore the development of tone in a fiction story and how the most accurate tone is achieved.</li><li>● Students will participate in free write activities which are geared towards idea development.</li><li>● Students will read and evaluate short stories for</li></ul>

		<p>audience, purpose, tone, and figurative language. Students will practice annotating short stories in order to develop a closer understanding of the development of short stories.</p> <ul style="list-style-type: none"> <li>• Students will participate in writing days, wherein they will utilize the computer resources to craft and edit their fiction stories.</li> <li>• Submit a piece for the high school literary magazine.</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>• Various, additional short stories that enhance learning goals and reinforce writing and reading skills</li> <li>• Resources from <i>Writer's Digest</i> and <i>The Writer</i> magazine</li> <li>• Turnitin.com</li> </ul>	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>• World History, Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</li> </ul>	
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>• All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</li> <li>• 9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> <li>• 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</li> </ul>	
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>• 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</li> <li>• 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</li> </ul>	
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>• Class discussions and activities will address the components of a short story. Short story connections in the classroom will be from authors from various backgrounds, cultures, and races in order to foster a continued awareness of the richness of the world.</li> </ul>	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>• In-class writing prompts</li> <li>• Short story annotations and comprehension questions</li> <li>• Participation in small peer editing groups</li> <li>• Participation in large group</li> </ul>	<ul style="list-style-type: none"> <li>• Final Original Short Story</li> </ul>	<ul style="list-style-type: none"> <li>• The Short Story will have 3 benchmarks geared towards enabling all students to fully meet the criteria for the final Short Story draft.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Visual Short Story or a comic strip to demonstrate understanding of the elements of a short story</li> </ul>

discussions			
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>• Provide summaries of short stories and teacher notes to help ELL students understand the content of the stories read and studied in class</li> <li>• Required length of final written short story will be shorter.</li> </ul>	<ul style="list-style-type: none"> <li>• Modified tests, whether it be reduced multiple choice options or shortened written responses, if applicable</li> <li>• Writing benchmarks provided</li> <li>• Writing extensions to accommodate extended time</li> <li>• Teacher notes/study guides provided</li> </ul>	<ul style="list-style-type: none"> <li>• Enter writing in Scholastic Art and Writing Awards.</li> </ul>

Creative Writing
Unit 4: Tone in Fiction Writing
<b>Time Allotted (days of instruction): 3-4 weeks</b>
<b>New Jersey Student Learning Standards (NJSLs)</b>
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	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.
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
W.9-10.10.	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, and audiences.
SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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 set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
C.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D.	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
SL.9-10.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.9-10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A.	Use parallel structure.
B.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
B.	Use a colon to introduce a list or quotation.
C.	Spell correctly.
L.9-10.3.	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or

phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"><li>● How does tone work effectively in a short story?</li><li>● How do vocabulary choices factor in maintaining the tone of a short story?</li></ul>	<ul style="list-style-type: none"><li>● Students will reinforce knowledge of tone in fiction stories through taking notes and reading examples.</li><li>● Students will brainstorm a lengthy vocabulary list of tone words.</li><li>● Students will identify and analyze the necessity of utilizing the most appropriate vocabulary in short stories in order to clearly delineate the tone of the story.</li><li>● Students will read a variety of short stories to identify and analyze the presence and effectiveness of tone.</li><li>● Students will demonstrate mastery of tone through writing a horror or humorous short story.</li></ul>	<ul style="list-style-type: none"><li>● Students will read sample short stories from different genres and authors to experience how different authors use tone to help tell their stories. For each story, students will identify the tone using a bank of tone words generated in class.</li><li>● Students will work in peer editing groups to help develop and edit stories. Student feedback will be provided through in person discussion and on paper comments.</li><li>● Students will participate in in-class writing prompts to help develop knowledge and competency of short story development. Students will be given the opportunity to share their story prompts with the whole class.</li><li>● Students will read sample stories and articles which explore the development of tone in a fiction story and how the most accurate tone is achieved.</li><li>● Students will participate in free write activities which are geared towards idea development.</li><li>● Students will read and evaluate short stories for audience, purpose, tone, and figurative language. Students will practice annotating short stories in order to develop a closer understanding of the development of short stories.</li><li>● Students will participate in writing days, wherein they</li></ul>

		will utilize the computer resources to craft and edit their fiction stories.
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>• Various, additional short stories that enhance learning goals and reinforce writing and reading skills</li> <li>• Resources from <i>Writer's Digest</i> and <i>The Writer</i> magazine</li> <li>• Turnitin.com</li> </ul>	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>• World History, Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</li> </ul>	
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>• All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</li> <li>• 9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> <li>• 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</li> </ul>	
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>• 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</li> <li>• 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</li> </ul>	
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>• Class discussions and activities will address the components of a short story. Short story connections in the classroom will be from authors from various backgrounds, cultures, and races in order to foster a continued awareness of the richness of the world.</li> </ul>	

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>• In-class writing prompts</li> <li>• Short story annotations and comprehension questions</li> <li>• Participation in small peer editing groups</li> <li>• Participation in large group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Horror or Humor Short Story</li> </ul>	<ul style="list-style-type: none"> <li>• The Short Story will have 3 benchmarks geared towards enabling all students to fully meet the criteria for the final Short Story draft.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Visual Short Story or a comic strip to demonstrate understanding of the elements of a short story</li> <li>• Film a version of final story to share with the class</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>• Provide summaries of short stories and teacher notes to help ELL students</li> </ul>	<ul style="list-style-type: none"> <li>• Modified tests, whether it be reduced multiple choice options or shortened written</li> </ul>	<ul style="list-style-type: none"> <li>• Write and film a five to ten minute screenplay and present to the class.</li> </ul>



<p>understand the content of the stories read and studied in class</p> <ul style="list-style-type: none"> <li>Required length of final written short story will be shorter.</li> </ul>	<p>responses, if applicable</p> <ul style="list-style-type: none"> <li>Writing benchmarks provided</li> <li>Writing extensions to accommodate extended time</li> <li>Teacher notes/study guides provided</li> </ul>	<ul style="list-style-type: none"> <li>Submit work to a national writing contest.</li> </ul>
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### Creative Writing

#### Unit 5: Puzzling Out a Short Story

**Time Allotted (days of instruction):**

**New Jersey Student Learning Standards (NJSLs)**

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5. 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.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to

link to other information and to display information flexibly and dynamically.
W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
W.9-10.10. 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, and audiences.
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 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 set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.
L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"><li>● How is narrative structure work established and developed in a short story?</li><li>● Do short story elements always need to be presented in the same order?</li><li>● Why choose a particular narrative structure?</li></ul>	<ul style="list-style-type: none"><li>● Students will reinforce knowledge of narrative structure in fiction stories through taking notes and reading examples.</li><li>● Students will brainstorm questions essential to story development.</li><li>● Students will identify and analyze the necessity of utilizing the most appropriate vocabulary in short stories in order to clearly delineate the tone of the story.</li><li>● Students will read a variety of short stories to identify and analyze the presence and effectiveness of a variety of narrative structures.</li><li>● Students will demonstrate mastery of narrative structure through writing a mystery story.</li></ul>	<ul style="list-style-type: none"><li>● Students will read sample short stories from different genres and authors to experience how different authors use a variety of narrative structures to help tell their stories. For each story, students will identify the type of narrative structure used (linear, stream of consciousness, flashback, parallel, frame, circular).</li><li>● Students will work in peer editing groups to help develop and edit stories. Student feedback will be provided through in person discussion and on paper comments.</li><li>● Students will participate in in-class writing prompts to help develop knowledge and competency of short story development. Students will be given the opportunity to share their story prompts with the whole class.</li><li>● Students will read sample stories and articles which explore the variety of narrative structures in fiction stories and why authors make particular stylistic choices.</li><li>● Students will participate in free write activities which are geared towards idea development.</li><li>● Students will read and evaluate short stories for audience, purpose, tone, and figurative language. Students will practice annotating short stories in order to develop a closer understanding of the development of short stories.</li><li>● Students will participate in writing days, wherein they will utilize the computer resources to craft and edit their fiction stories.</li></ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"><li>● Various, additional short stories that enhance learning goals and reinforce writing and reading skills</li><li>● Resources from <i>Writer's Digest</i> and <i>The Writer</i> magazine</li></ul>	

	<ul style="list-style-type: none"> <li>• Turnitin.com</li> </ul>
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>• World History, Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</li> </ul>
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>• All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</li> <li>• 9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> <li>• 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>• 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</li> <li>• 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</li> </ul>
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>• Class discussions and activities will address the components of a short story. Short story connections in the classroom will be from authors from various backgrounds, cultures, and races in order to foster a continued awareness of the richness of the world.</li> </ul>

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>• In-class writing prompts</li> <li>• Short story annotations and comprehension questions</li> <li>• Participation in small peer editing groups</li> <li>• Participation in large group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Mystery Short Story</li> </ul>	<ul style="list-style-type: none"> <li>• The Short Story will have 3 benchmarks geared towards enabling all students to fully meet the criteria for the final Short Story draft.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use their knowledge of mystery story vocabulary and create an outline of a mystery story using the terms from class.</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>• Provide summaries of short stories and teacher notes to help ELL students understand the content of the stories read and studied in class</li> <li>• Required length of final written short story will be shorter.</li> </ul>	<ul style="list-style-type: none"> <li>• Modified tests, whether it be reduced multiple choice options or shortened written responses, if applicable</li> <li>• Writing benchmarks provided</li> <li>• Writing extensions to accommodate extended time</li> </ul>	<ul style="list-style-type: none"> <li>• Research one Mystery/Crime Drama writing awards and present on the history of that award.</li> <li>• Submit mystery writing to a selected writing contest.</li> </ul>

- Teacher notes/study guides provided

## Creative Writing

### Unit 6: Fantasy

**Time Allotted (days of instruction): 3-4 weeks**

#### New Jersey Student Learning Standards (NJSLS)

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5. 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.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.10. 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, and audiences.
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 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 set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.
L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college

and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>• How does setting plan an essential role in the telling of a story?</li> <li>• How can descriptive language facilitate and accentuate setting development?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will reinforce knowledge of setting development in fiction stories through taking notes and reading examples.</li> <li>• Students will brainstorm questions essential to story development.</li> <li>• Students will identify and analyze the necessity of utilizing the most appropriate vocabulary in short stories in order to clearly describe the setting of the story.</li> <li>• Students will read a variety of short stories to identify and analyze the presence and effectiveness of a descriptive setting and unique story details.</li> <li>• Students will demonstrate mastery of setting development through writing a genre fantasy story.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will read sample fantasy short stories and excerpts from different authors to experience how they use a variety of settings to help tell their stories. For each story, students will identify the descriptive language used to describe the setting.</li> <li>• Students will work in peer editing groups to help develop and edit stories. Student feedback will be provided through in person discussion and on paper comments.</li> <li>• Students will participate in in-class writing prompts to help develop knowledge and competency of short story development. Students will be given the opportunity to share their story prompts with the whole class.</li> <li>• Students will read sample stories and articles which explore the variety settings and components of fantasy stories and how real world elements are used as inspiration.</li> <li>• Students will participate in free write activities which are geared towards idea development.</li> <li>• Students will read and evaluate short stories for audience, purpose, tone, and figurative language. Students will practice annotating short stories in order to develop a closer understanding of the development of short stories.</li> <li>• Students will participate in writing days, wherein they will utilize the computer resources to craft and edit their fiction stories.</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>• Various, additional short stories that enhance learning goals and reinforce writing and reading skills</li> <li>• Excerpt from <i>Harry Potter and the Sorcerer's Stone</i> by J.K. Rowling</li> <li>• Excerpt from <i>The Lord of the Rings: The Fellowship of the Ring</i> by J.R.R. Tolkien</li> <li>• Resources from <i>Writer's Digest</i> and <i>The Writer</i> magazine</li> <li>• Turnitin.com</li> </ul>	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>• World History, Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues</li> </ul>	

	across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</li> <li>9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> <li>9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</li> </ul>
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<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>In-class writing prompts</li> <li>Short story annotations and comprehension questions</li> <li>Participation in small peer editing groups</li> <li>Participation in large group discussions</li> </ul>	<ul style="list-style-type: none"> <li>Fantasy Short Story</li> </ul>	<ul style="list-style-type: none"> <li>The Fantasy Short Story will have 3 benchmarks geared towards enabling all students to fully meet the criteria for the final Short Story draft.</li> </ul>	<ul style="list-style-type: none"> <li>Students will view a genre Fantasy film and describe the uniqueness of the setting and how it helps develop the fantasy story.</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>Provide summaries of short stories and teacher notes to help ELL students understand the content of the stories read and studied in class</li> <li>Required length of final written short story will be shorter.</li> </ul>	<ul style="list-style-type: none"> <li>Modified tests, whether it be reduced multiple choice options or shortened written responses, if applicable</li> <li>Writing benchmarks provided</li> <li>Writing extensions to accommodate extended time</li> <li>Teacher notes/study guides provided</li> </ul>	<ul style="list-style-type: none"> <li>Students will select a fantasy novel and write two additional chapters which would add to the novel, explaining why the student feels those new chapters are needed to tell the story.</li> </ul>