

**Glen Ridge Board of Education**  
**Advanced 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:

Advanced Creative Writing continues to develop the writing skills presented in Creative Writing while focusing on particular aspects of writing for different units of study, including characterization, dialogue, plot development, setting, and details in stories. This class encourages students to step outside their writing comfort zones to attempt new forms and genres of writing in a safe, positive environment.

<b>Advanced Creative Writing</b>	
<b>Unit 1: Science Fiction</b>	
<b>Time Allotted (days of instruction):</b>	<b>3-4 weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>	
RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RL.11-12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RI.11-12.2.	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
A.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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., conceive, conception, conceivable). 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, its etymology, or its standard usage. 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.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6. 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>• What are the many subgenres of science fiction?</li><li>• Why is science fiction essential to exploring current-day issues?</li><li>• Why has dystopian fiction become increasingly popular in the past few years?</li></ul>	<ul style="list-style-type: none"><li>• Students will be able to read and analyze science fiction short stories and excerpts to identify elements of the genre.</li><li>• Students will be able to identify the contemporary themes addressed in Science Fiction stories.</li><li>• Students will be able to define and identify the different types of Science Fiction.</li><li>• Students will analyze the presence of contemporary issues in Science Fiction and evaluate the message from the author.</li><li>• Students will demonstrate mastery of dystopian literature through producing a Science Fiction short story.</li></ul>	<ul style="list-style-type: none"><li>• Students will read sample Science Fiction short stories from different authors to experience how different authors use Science Fiction elements to help tell their stories. For each story, students will identify the Science Fiction elements.</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 and Science Fiction element 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 Science Fiction elements and how the story ideas are based in contemporary issues.</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 and poems 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>Final Science Fiction short story</li> </ul>	<ul style="list-style-type: none"> <li>The Science Fiction 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 be given a sample Science Fiction story and asked to write an alternate ending/additional scene.</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 be directed to read through contemporary Op-Ed articles from <i>The New York Times</i>, <i>The Washington Post</i>, or <i>The Wall Street Journal</i>. Students will select two Op-Eds and develop a Science Fiction story resolving the issue the journalist has presented.</li> </ul>

<b>Time Allotted (days of instruction): 4-5 weeks</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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., conceive, conception, conceivable). 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, its etymology, or its standard usage. 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.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6. 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>• What are the components of a strong, real character?</li> <li>• How do I develop a character that is memorable?</li> <li>• How can an author infuse multiple characters cohesively within one central story?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to develop knowledge of characterization techniques in fiction.</li> <li>• Students will define and explore types of characters in fiction stories to be better able to analyze their purpose and motivations in literary fiction.</li> <li>• Students will be able to develop distinct characters centered around one plot.</li> <li>• Students will demonstrate a mastery of characterization through developing and writing a multi-character short story.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will read sample short stories from different authors to explore how authors define and expand upon their characterization techniques. For each story, students will detail each character, whether through writing or art.</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 and characterization development. Students will be given the opportunity to share their story prompts with the whole class.</li> </ul>

		<ul style="list-style-type: none"> <li>● Students will read sample stories and articles which explore the development of vivid, memorable characters and how the story can be propelled by character rather than plot.</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 and poems 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



<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>● Multiple Perspectives Short Story</li> </ul>	<ul style="list-style-type: none"> <li>● The Multiple Perspectives 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 select two to three of their favorite literary characters. Students will create a scene wherein all characters are present in a story, along with one of their own original characters.</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 expand their Multiple Perspectives story into a screenplay in order to explore a different medium of character development. Students will compare and contrast the differences in character development in a short story as opposed to a screenplay.</li> </ul>

<b>Advanced Creative Writing</b>
<b>Unit 3: Advanced Setting: Fractured Fairy Tale</b>
<b>Time Allotted (days of instruction): 3-4 weeks</b>
<b>New Jersey Student Learning Standards (NJSLs)</b>
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
C.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
A.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
A.	Observe hyphenation conventions.
B.	Spell correctly.
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
A.	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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., conceive, conception, conceivable).
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, its etymology, or its standard usage.
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.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

L.11-12.6. 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>• What details are important to include in setting development?</li><li>• Why is setting important to a story?</li></ul>	<ul style="list-style-type: none"><li>• Students will be able to identify significant details in short stories and in fairy tales.</li><li>• Students will determine the effectiveness of specific and unique details in story telling.</li><li>• Students will determine how a writer and modify the setting of a story while still keeping true to the core message of the story.</li><li>• Students will demonstrate mastery of details and setting through producing their own, original fractured fairy tale.</li></ul>	<ul style="list-style-type: none"><li>• Students will read, discuss, and apply setting detail writing techniques using example short stories and fairy tales as models.</li><li>• Students will engage in writing prompts that will help students practice and advance their setting development skills.</li><li>• Students will select a well-known setting, whether it be a personal space or a common space, and write down 10-15 specific details about this location which make it distinctive. Details can be physical, emotional, etc. Students will then write a full description about this setting.</li><li>• Students will continue characterization knowledge by twisting a well-known fairy tale/mythological character. Students will work in groups and will be assigned one character. Students will list five typical character traits for that character then proceed to embellish or modify three of the five traits to create a new character that still resembles the original.</li><li>• Students will work in writing groups to help develop and edit fractured fairy tales and generate ideas.</li><li>• Students will participate in Media Center writing days, wherein they will utilize the computer resources to craft and edit their fractured fairy tales.</li></ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"><li>• Various, additional short stories and poems that enhance learning goals and reinforce writing and reading skills</li><li>• Podcast: "Fractured Fairy Tales" from ReadWriteThink.org <a href="http://www.readwritethink.org/parent-afterschool-resources/podcast-episodes/fractured-fairy-tales-b-30266.html">http://www.readwritethink.org/parent-afterschool-resources/podcast-episodes/fractured-fairy-tales-b-30266.html</a></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>Fractured Fairy Tale Short Story</li> </ul>	<ul style="list-style-type: none"> <li>The Fractured Fairy Tale 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 be given an example fractured fairy tale and will annotate the short story, analyze, and explain how it is an example of a fractured fairy tale.</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>Listen to the Podcast "Fractured Fairy Tales" and make a list of all the story ideas mentioned in the podcast. Students will discuss their lists in small groups before having a large group discussion.</li> </ul>

**Advanced Creative Writing**

**Unit 4: Empathy in Writing**

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

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

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or

issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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., conceive, conception, conceivable). 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, its etymology, or its standard usage. 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.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6. 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>● Why do writers produce writing that can be emotional and/or difficult to read?</li> <li>● How does creating an emotional bond with the audience help an author get his/her message through?</li> <li>● How does a writer create an empathetic character?</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to determine how characters are able to elicit emotion in the reader.</li> <li>● Students will determine what writing techniques can be utilized in short stories in order to develop empathy in their writing.</li> <li>● Students will demonstrate mastery of understanding empathy in characters through producing a short story centered around an empathetic</li> </ul>	<ul style="list-style-type: none"> <li>● Students will read sample short stories from different authors to explore how authors define and expand upon their character empathy techniques. For each story, students will detail each character, whether through writing or art.</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</li> </ul>

	<p>character.</p>	<p>story and empathy development. Students will be given the opportunity to share their story prompts with the whole class.</p> <ul style="list-style-type: none"> <li>● Students will read sample stories and articles which explore the development of empathy in characters, the level of effectiveness of that empathy, and what identifiable writing techniques are present.</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 and poems 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</li> </ul>	

continued awareness of the richness of the world.

**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 discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Character Empathy Short Story</li> </ul>	<ul style="list-style-type: none"> <li>• The Character Empathy 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 be given two to three short stories in which they need to identify the emotional reaction the main character is meant to elicit and textual evidence to support that claim.</li> </ul>

**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>• Students will research classic and modern art which are meant to emotionally move their audience. Students will select one of those paintings/sculptures and write an original story surrounding that piece of art.</li> </ul>

**Advanced Creative Writing**

**Unit 5: Research in Writing**

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

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

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.



<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
<p>SL.11-12.4 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.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>
<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions.</p> <p>B. Spell correctly.</p>
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p>
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>

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, its etymology, or its standard usage.

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.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

L.11-12.6. 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>● What is considered historical fiction?</li> <li>● How much research is needed to develop an accurate historical fiction story?</li> <li>● Why is historical fiction important?</li> </ul>	<ul style="list-style-type: none"> <li>● Students will define a historical story and read, analyze, annotate examples to develop understanding of that type of story.</li> <li>● Students will determine what details in historical fiction stories are necessary for the plot and which can be extraneous.</li> <li>● Students will demonstrate understanding of historical fiction through producing their own, original short story.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will read sample short stories from different authors to explore how authors bring to life the time period of his/her story. For each story, students will identify historical elements and how their presence affects the movement of the story.</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 and setting development, with regards to historical detail. 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 how authors research and infuse historical elements/details in their stories and how the story can be propelled by those details.</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</li> </ul>

		their fiction stories.
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>• Various, additional short stories and poems 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>• Historical Fiction Short Story</li> </ul>	<ul style="list-style-type: none"> <li>• The Historical Fiction 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 take an existing short story and annotate for details which would need to be amended in order for the story to be considered historical.</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>• Students will research a piece of art from an art history museum. Students will conduct extensive</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>	<p>research into the time period from when the piece of art was produced. With that information, students will develop a short story about the piece of art or the artist.</p>
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**Advanced Creative Writing**

**Unit 6: How to Plan a Novel**

**Time Allotted (days of instruction): 5-6 weeks**

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

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

B. Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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., conceive, conception, conceivable).

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, its etymology, or its standard usage.

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.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

L.11-12.6. 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 an author plan an entire novel?</li> <li>How can planning a longer project be made manageable?</li> </ul>	<ul style="list-style-type: none"> <li>Students will determine one story to plan and develop into a novel.</li> <li>Students will demonstrate time management through maintaining the benchmark schedule.</li> </ul>	<ul style="list-style-type: none"> <li>Students will read sample short stories from different authors to explore the breakdown of the short story. For each story, students will detail elements of the short story, which have been studied and practiced in detail during Creative Writing and Advanced Creative</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will develop a greater understanding of novel production through planning and writing activities.</li> <li>● Students will demonstrate mastery of novel planning through producing a comprehensive novel planning project.</li> </ul>	<p>Writing courses.</p> <ul style="list-style-type: none"> <li>● Students will work in peer editing groups to help develop and edit benchmarks. 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 novel 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 techniques and real experiences of authors in the novel planning and developing process.</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 and poems 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</li> </ul>	

	<p>practices.</p> <ul style="list-style-type: none"> <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>Novel Planning Project</li> </ul>	<ul style="list-style-type: none"> <li>The Novel Planning Project will have 6 benchmarks geared towards enabling all students to fully meet the criteria for the final Project draft.</li> </ul>	<ul style="list-style-type: none"> <li>Students will plan and produce a screenplay or a stage play, focusing on dialogue, plot, and character development.</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 plan and produce 30-40 pages of their novel.</li> </ul>