

**Course:** *English I, II, III, IV (self-contained)*  
**Unit #:** *Unit 1: Writing*

**Year of Implementation:** 2023-2024

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

<https://www.state.nj.us/education/cccs/2020/>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

**Unit Standards:**

- **Content Standards**

- **W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.5.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.6.** Use technology, including the Internet, to produce, publish, 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.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **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.
- **W.9-10.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **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.
- **L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.9-10.6.** Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **L.9-10.3.** 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.
- **21st Century Life & Career Standards**
  - **9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- **Interdisciplinary Content Standards**
  - List any standards from other content areas that apply to this unit.

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

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

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

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

***NJ Amistad Curriculum:*** <http://www.njamistadcurriculum.net/>

***Diversity and Inclusion:*** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to draft, write, and edit one's own writing in order to communicate effectively.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhhsd.org/Page/6163>

- Maximize independence
- Advance and accomplish their personal, educational, and career goals
- Self-advocate in real-life situations
- Make sound decisions with confidence
- Positively contribute to society

Enduring Understandings

Students will understand that. . .

*EU 1*

organized and structured thoughts produce effective results.

*EU 2*

a writer must select a writing form based on the audience and the purpose of the communication.

*EU 3*

writing styles can communicate both personal and professional messages.

*EU 4*

Essential Questions

*EU 1*

- How does organized writing cause the writer to appear more competent?
- Why does well-organized writing produce understanding for the reader?

*EU 2*

- Why does a writer choose a particular form of communication?
- How does a truly competent writer express himself?

*EU 3*

- How does professional writing differ from personal writing?
- How does the audience determine personal or professional writing?

writing is strengthened and made more effective through planning, revising, editing, and rewriting (including the use of correct grammar and punctuation).

*EU 5*

after research and investigation, writing can be used to express evidence, opinions, and reflections.

*EU 4*

- How can a writer effectively edit and revise his/her work?
- How does well formed writing cause the writer to appear more credible?

*EU 5*

- How can writing help us better understand our community?

Knowledge

*Students will know . . .*

*EU 1*

- basic sentence structure and basic paragraph structure **(L.9-10.1.)**
- there are different methods of prewriting in order to organize thoughts. **(L.9-10.1.)**

*EU 2*

- types of correspondence and the purposes of each. **(L.9-10.3)**

*EU 3*

- effective ways to communicate their message as a writer. **(L.9-10.6)**

*EU 4*

- the writing process and how to utilize a writer's checklist. **(W.9-10.5)**
- common rules that apply to spelling and capitalization.

Skills

*Students will be able to . . .*

*EU 1*

- write basic and complex sentences. **(L.9-10.1.)**
- structure relevant, well-organized, and cohesive paragraphs that begin with topic sentences. **(L.9-10.1.)**
- paraphrase and summarize ideas. **(L.9-10.3)**
- evaluate their writing using a writer's checklist. **(L.9-10.3).**

*EU 2*

- determine the format of writing based on their audience. **(L.9-10.3)**

*EU 3*

- write a friendly and business letter. **(L.9-10.6)**

*EU 4*

- structure well-organized and cohesive paragraph. **(W.9-10.4)**
- utilize correct spelling, punctuation, grammar, and

<p>(L.9-10.1.)</p> <ul style="list-style-type: none"> <li>proper grammar and punctuation. (L.9-10.1.)</li> </ul> <p>EU 5</p> <ul style="list-style-type: none"> <li>different types of literary writing genres.(W.9-10.2,W.9-10.5)</li> <li>the necessary steps in developing research topics. (W.9-10.6)</li> </ul>	<p>capitalization. (W.9-10.5, L.9-10.1)</p> <p>EU 5</p> <ul style="list-style-type: none"> <li>use their research in a writing piece. (W.9-10.6)</li> </ul>
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### Stage Two - Assessment

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### Stage Three - Instruction

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy):**  
*Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection*

- Direct instruction in the steps of the writing process (A, EU 1)
- Conference with the teacher (M, EU 4)
- Use scaffolding to support the writing process (M, EU 1)
- Use music, images, current events to inspire writing (M, EU 5)
- Write to vividly describe unknown objects from a grab bag (M, EU 3)
- “All About Me” Pen Pal Letter (M, T, EU 1)
- Select a “favorites” topic and write a persuasive essay supporting a particular side. (M, T, EU 3)
- Find meaning in a poem and express through writing (M, T, EU 5)

- *Create poetry (bio poems, Acrostic, etc.) (M, T, EU 2, EU 3)*
- *Edit writings to add adjective for more descriptive writing and sentence expansion (A, M, EU 4)*
- *Plan and structure writing with graphic organizers (A, M, EU 1)*
- *Address an envelope providing the key components including sender and receiver addresses (A, M, T, EU 1)*
- *Write grammatically correct journal entries on relevant topics (A, M, T, EU 1, EU 4)*
- *Self edit writing with Writer's Checklist (A, M, T, EU 4)*
- *Create dialogue between characters using correct punctuation and grammar (T, EU 1, EU4)*
- *Read a current event and answer the 5 W's (T, EU 5)*
- *Write a thank you card/letter (A, M, T, EU 1, EU 2)*
- *Create an invitation including all components (A, M,T, EU 1, EU 2)*
- *Write an appropriate and relevant email using correct email etiquette (M, T, EU 1, EU 4)*

## Pacing Guide

\*All activities and skills will be worked on continuously throughout the school year.

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Writing	Equally addressed daily throughout the school year.
2	<i>Reading</i>	Equally addressed daily throughout the school year.
3	<i>Speaking &amp; Listening</i>	Equally addressed daily throughout the school year.

### **Instructional Materials**

- Scholastic Magazines( digital and print )
- The Five W's (level 1) ISBN: 978-1561758326



## Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.