

Course: Creative Writing
Unit # 2 Prose

Year of Implementation: 2024-2025

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Stage One - Desired Results

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

{provide all applicable links to standards here}

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

- **Unit Standards:** *(keep each of the following headings in place)*

- **Content Standards**

- 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.WP.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.7. 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.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.

- **21st Century Life & Career Standards**

- All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

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

Creativity and Innovation

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

- **Interdisciplinary Content Standards**

- List any standards from other content areas that apply to this unit.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- 1.4.12 acc.Cr1c: Use personal experiences and knowledge to develop a character that is believable and authentic.
- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
- 1.5.12 acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

- ***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: <https://www.nj.gov/education/amistad/about/>

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 create fiction and nonfiction stories that capture and communicate meaningful aspects of the human experience.

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

- understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
- produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
- employ the writing process (planning, revising, editing, rewriting, publishing)
- produce and engage in a range of conversations using a variety of media and formats
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that. . .

EU 1

conflict is a necessary element of storytelling and works best with effective characterization.

EU 2

both fiction and nonfiction storytelling possess the ability to share universal truths about the human experience.

EU 3

Essential Questions

- How integral are flaws to character development and getting an audience invested in a character's journey or struggle?
- How much should a writer adapt the style and content of their prose in order to account for the audience?

there are various types of audiences that will engage differently with their prose writing.

Knowledge

Students will know . . .

EU 1

- that compelling conflict can be external or internal or both.(W.11-12.3, W.11-12.4, W.11-12.5)
- there are direct and indirect forms of characterization. (W.11-12.3, W.11-12.4, W.11-12.5)
- dialogue can reveal exposition and conflict while developing characterization and/or moving the story forward.(W.11-12.3, W.11-12.4, W.11-12.5)
- time and place presents both problems and solutions for writing storylines (W.11-12.3, W.11-12.4, W.11-12.5)
- effective characterization requires the writer to utilize accurate aspects of the story's setting. (W.11-12.3, W.11-12.4, W.11-12.5)

EU 2

- that universal truths don't always reveal themselves through identifiable characters (W.11-12.3, W.11-12.5).
- both static and dynamic characters can create opportunities for universal truths to reveal themselves.(W.11-12.3, W.11-12.5)

EU 3

- some prose, like screenwriting, requires particular formatting.(W.11-12.4)

Skills

Students will be able to . . .

EU 1

- recognize and/or invent compelling conflicts to enhance a story and/or characterization. (W.11-12.3, W.11-12.4, W.11-12.5)
- utilize both direct and indirect characterization to help an audience understand the character. (W.11-12.3, W.11-12.4, W.11-12.5)
- write meaningful dialogue that contributes to characterization, conflict and conflict resolution.(W.11-12.3, W.11-12.4, W.11-12.5)

EU 2

- create entertaining storylines that will reveal universal truths. (W.11-12.3, W.11-12.4, W.11-12.5)
- present character conflicts that convey universal truths.(W.11-12.3, W.11-12.4, W.11-12.5)

EU 3

- utilize the screenplay format not only to tell a compelling story but also to communicate important elements of the

- in the case of screenwriting, their prose can be primarily intended to communicate to the director and actors. (W.11-12.4)

story to the director and actors. (W.11-12.4)

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**

- Read screenplays of famous movies and tv shows to learn how to write and format **(A, M, EU3)**
- Research various styles use in memoirs **(A, M, EU 3)**
- Read a variety of short stories to explore how different authors utilize elements of literature **(A, M EU3)**
- **Research a variety of authors to explore how time and place affected their writing. (A, M EU3)**
- Watch a short film and write what you imagine that screen play looked like, utilizing proper screenplay formatting **(A, M, EU 2, EU 3)**
- Engage in Writer's Workshop to provide and receive feedback on conflict, characterization and audience. **(M, EU 1, EU 2, EU 3)**
- Compose a story that appeals, in character, conflict and setting, to a child audience.**(M,T, EU 1, EU2, EU 3)**
- Write a piece of flash fiction inspired by one of your journal entries. **(M, T, EU 1, EU 2, EU 3)**
- **Write a piece of flash nonfiction inspired by a historical event. (M, T, EU 1, EU 2, EU 3)**
- Draft an original screenplay for a short film and then revise and edit. **(M, T, EU 1, EU 2, EU 3)**
- Process write an original script for a One-Act play.**(M, T, EU 1, EU 2, EU 3)**
- Write a scene of a one-sided dialogue.**(M, T, EU 1, EU 2, EU 3)**
- Write a chapter from your memoir. **(M, T, EU 1, EU 2, EU 3)**
- **Write and publish on a Google Sites an open letter.(M, T, EU 1, EU 2, EU 3)**
- Respond in writing to various prompts in your journal.**(M, T, EU 1, EU 2, EU 3)**
- **Use any video editing software to create visual representations of an excerpt of prose (M, T, EU 1, EU 2, EU 3)**

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Poetry	20
2	Prose	47
3		
4		

Instructional Materials

Suggested Materials Include:

Mary Oliver: *A Poetry Handbook*

Natalie Goldberg: *Writing Down the Bones*

Ann Lamott: *Bird by Bird*

Stephen King: *On Writing*

Bonnie Neubauer: *Write Brain Work-Book*

Edited by: James Thomas, Denise Thomas and Tom Hazuka: *Flash Fiction*

Jerome Stern: *Micro Fiction*

Poets.org

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.