

Course: Creative Writing Unit #:1 Poetry	Year of Implementation: 2024-2025
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: <i>{provide all applicable links to standards here}</i> https://www.state.nj.us/education/cccs/2020/	
<ul style="list-style-type: none"> ● Unit Standards: <i>(keep each of the following headings in place)</i> <ul style="list-style-type: none"> ○ Content Standards <ul style="list-style-type: none"> ■ 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 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.11-12.7. 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.
- RL.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding how they 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.TS.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning as well as its aesthetic impact.
- **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
 - 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
 - 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- **Interdisciplinary Content Standards**
 - 9.4.12.Cl.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.Cl.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
 - 9.4.8.Cl.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.Cl.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 develop their unique poetic voice/style to create fiction and nonfiction poetry to help them make meaning 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
- 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. . .

Essential Questions

EU 1

poets' choices about diction, sound, form, convention and figurative language contribute to the poem's overall effect.

EU 2

readers and writers of poetry can allow past and present experiences to affect their relationships to a poem and audience.

EQ 1

- In what ways does the interplay of a poet's choices and experiences create cohesion and contribute to meaning and interpretation?

Knowledge

Students will know . . .

EU 1

- the various forms of poems (free verse, sonnet, haiku, found, spoken word etc. (RL.11-12.3)
- the various conventions of poetry (stanzaic breaks, end stop, enjambement) (RL.11-12.3)
- the various poetic devices (assonance, consonance, alliteration, allusion etc.) (RL.11-12.3)

EU 2

- that their personal experiences can be used to develop characters and conflicts (W.11-12.10; 1.4.12acc.Cr1c)
- that they can embody characters and explore conflicts that they have not experienced (W.11-12.7; 1.5.12adv.Cn10a).

Skills

Students will be able to . . .

EU 1

- analyze the intended purpose of a poem, choose and apply the most effective form, conventions and devices for the poem's purpose (1.5.12adv.Cr3a; RL.11-12.5)

EU 2

- practice written self-reflection based on autobiographical experiences (W.11-12.10; 1.4.12acc.Cr1c).
- free write (W.11-12.10).
- process writing on various prompts (W.11-12.; 9.4.12.Cl.13; 1.5.12prof.Cn10a).

- that being an audience member to a reader requires decorum and respect (9.4.12.CT.2:).
- that sharing poetry in a workshop implies the offering and acceptance of constructive feedback (9.4.8.CI.3)

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**

For example:

- **Poet and poem presentations (A, EU 1 and 2)**
- Define and show examples of poetic writing techniques (terms, characteristics of form, style etc.) **(A, EU 1)**
- Practice literary device exercises **(A, EU 1)**
- **Read and discuss elements of Mary Oliver's *A Handbook to Poetry* (A, M, EU 1)**
- Read, compare and discuss a wide range of poems, analyzing form, tones, and themes) **(A, M, T, EU 1, 2)**
- Write a poem using meter. **(M, T, EU 1, 2)**
- Write a poem using rhyme scheme. **(M, T, EU 1, 2)**
- Create a poem inspired by an object. **(M, T, EU 1, 2)**
- Create a poem with a child audience in mind. **(M, T, EU 1, 2)**

- Employ Ekphrasis: Paint a Poem (M, T, EU 1, 2)
- Compose a companion poem. (M, T, EU 1, 2)
- Write a poem inspired by one of your journal entries. (M, T, EU 1, 2)
- Imitate forms and structures of a variety of poems (A,M,T, EU 1)
- Attend a poetry festival (M,T EU 1, 2)

Pacing Guide

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

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
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.