

Course: *English IV*
Unit #: 1 – *Real World Writing*

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:**

- **Content Standards**

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- WHST.11-12.5. 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.

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

- • 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

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

- **Interdisciplinary Content Standards**
 - 2020 NJSLS-CS&DT: 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
- **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 genocide 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 author a well-crafted piece of writing that is tailored to a specific audience or purpose.

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

1. understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
3. produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
4. employ the writing process (planning, revising, editing, rewriting, publishing)
5. produce and engage in a range of conversations using a variety of media and formats
6. evaluate speakers' use of evidence, point of view, logic and rhetoric
7. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
8. demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that. . .

Essential Questions

<p><i>EU 1</i> writing and research are processes that require repeated planning, drafting, and revision.</p> <p><i>EU 2</i> success in college and beyond requires the ability to research and draft both with and without technological aids.</p>	<ul style="list-style-type: none"> • <i>What does real world writing look like in today's AI-driven, research-based society?</i>
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • a variety of prewriting techniques used to organize their thoughts. (NJSLSA.W4-6.) • key components of drafting, revising, and editing. (NJSLSA.W4-6) • various methods of research-based learning. (NJSLSA.W7) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • steps needed to draft a piece of writing without the aid of any AI. (NJSLSA.W7) • features of AI tools like ChatGPT to effectively control the writing that is generated. (NJSLSA.W7) • the differences between MLA and APA-style formatting. (NJSLSA.W.11-12.5) • skills for evaluating the validity, authenticity, and authority of sources, such as CRAAP. (NJSLSA.W8) 	<p><u>Skills</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • employ appropriate prewriting techniques to organize their thoughts before drafting. (NJSLSA.W4-6.) • draft, revise, and edit their writing. (NJSLSA.W4-6) • effectively utilize research databases and web materials. (NJSLSA.W7) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • draft original writing without the aid of any AI. (NJSLSA.W7) • draft “original” writing through the manipulation of AI. (NJSLSA.W7) • utilize MLA and APA-style formatting. (NJSLSA.W.11-12.5) • how to evaluate academic sources and identify bias in materials they consume. (NJSLSA.W8)
<p>Stage Two - Assessment</p>	

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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

- Mini-lessons on the rhetorical triangle and rhetorical strategies [SOAPSTone] (A EU1)
- Examining various forms of graphic organizers to plan writing (A EU1)
- Lesson on narrative structure (A EU1)
- MLA and/or APA handouts (A EU2)
- Examination of existing and emerging career fields (A EU2)
- Analysis of published and original college admission essays (A&M EU1&2)
- Analysis of narrative essays (A&M EU1)
- View and analyze real world testimonies from various careers (A&M EU2)
- View narrative-style video speeches (A&M EU1)
- Evaluate various texts for the persuasive techniques (rhetorical) the author uses to persuade his/her audience.(M&T EU1)
- Peer review of common app drafts (M,T EU1)
- Mini presentations on career choices (T EU1&2)

Pacing Guide

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

Unit #	Title of Unit	Approximate # of teaching days
1	Real World Writing	33 days
2	Self-Identity	33 days
3	Group Identity	33 days
4	Critical Reading in the Real World	33 days

Instructional Materials

- *Purdue OWL* (<https://owl.purdue.edu>)
- *Sample College Admission Essays:*
<https://archive.nytimes.com/www.nytimes.com/interactive/2013/05/17/business/college-essays.html>
- *Common App essay prompts* (<https://www.commonapp.org/apply/essay-prompts>)
- *U.S. Bureau of Labor Statistics* (<https://www.bls.gov/ooh/>)
- *Graphic organizers* (<https://visme.co/blog/graphic-organizer/>)

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.