Wall Township Public Schools	Board Approval Date: November 18, 2025

Course Title: Creative Writing 2

Course Description:
This elective provides developing writers with a forum to further hone the skills they developed in Creative Writing 1. Creative Writing 2 is designed as a writing workshop, much like Creative Writing 1; however, the course will provide a much more focused, intense experience. Creative Writing 2 will focus on three activities. First, students develop the elements of short fiction in their writing, such as plot, characterization, point of view, and theme, according to strategies they learned in Creative Writing 1. Second, students provide feedback to one another in writing circles. Third, students will be required, not just encouraged, to share their work with their classmates. Otherwise, all the expectations and philosophies evident in Creative Writing 1 apply to Creative Writing 2.

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.

- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.

- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: The Habit of Journal Writing	7
Unit 2: Building Blocks of the Narrative- Show Don't Tell	7
Unit 3: Writing and Sharing Your MP3 Rough Draft	7
Unit 4: Building Blocks o' Narrative - Personal Narrative	7
Unit 5: Writing and Sharing Your Story - MP3 Final	7
Unit 6: Screen Writing - A New Mode	7
Unit 7 Writing and Sharing Your Story MP4 Rough	7
Unit 8: Building Blocks o' Narrative - Figurative Language	7
Unit 9: Writing and Sharing Your Story MP4Final	7

Unit 1

Desired Results

Unit 1 Title: Unit 1: The Habit of Journal Writing

Unit Summary: This unit introduces students to the practice of journal writing as a foundational tool for developing a lifelong writing habit. Students will explore how regular journaling can serve as a space for reflection, personal growth, and creative exploration. Through daily writing, students will discover the value of capturing thoughts, experiences, and observations in an authentic, unfiltered way—allowing ideas to evolve organically. Students will examine the goals and benefits of journaling, including its role in building discipline, generating inspiration, and developing voice. With a focus on process over product, this unit encourages students to embrace writing as a personal and ongoing journey. The unit culminates in a coffee house event, where students have the opportunity to share selected pieces in a supportive and celebratory environment.

Learning Standards

NJSLS:

W.RW.11–12.7. 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies have had on innovation and on a society's economy, politics, and culture

Interdisciplinary Connections:

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social, and economic rights for people, and explain the reasons for their growth or decline around the world.

Learning Targets

Unit Essential Questions:

- How does journal writing encourage a lifelong commitment to writing?
- How can keeping a journal provide inspiration to the writer?
- How does journal writing lead to establishing the habit of writing?

Unit Enduring Understandings:

- Journal writing is an essential element of a lifelong commitment to writing.
- Journal writing can provide inspiration for the writer.
- Journal writing encourages the habit of writing.

Vocabulary:

- *Academic terminology:* journal, reflection, voice, prompt, habit, exploration, discovery, inspiration, authenticity,
- and freewriting.

Students will be able to:

- In writing, reflect upon goals of journal writing.

- Set aside time daily to write in a journal.
- Use journals as a means of reflection, exploration, and discovery.

Learning Activities:

- Daily Journal Time
- Prompt of the Day
- Goal Reflection Entry
- Mood Mapping Through Writing
- Sensory Snapshot Entry
- “Write It Out” Challenge
- Journal Collage
- Journal Prompt Swap
- Peer Inspiration Wall

Assessment Evidence

Formative Assessments:

- Coffee House
  - Students will share a piece of writing of their choice with their classmates in a social, coffee house environment.

Summative Assessments:

- Journal responsibility
  - Students will be responsible for five journal entries per week, each a full page of a typical marble notebook (20 minutes of writing). Journal checks will be regular and unannounced. Student journal entries will not be read by the teacher.

Core Instructional & Supplemental Materials

Student Writing Journals
Chromebooks
Google Classroom

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based on the student's needs. The IEP acts as a supplemental curriculum guide, inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

An English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogeneous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified in a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and cover any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning.

Unit 2

Desired Results

Unit 2 Title: Unit 2: Building Blocks of the Narrative- Show Don't Tell

Unit Summary:
In this unit, students will explore the art of "showing" rather than "telling" in narrative writing. Through the use of sensory-rich descriptive detail, vivid active verbs, and purposeful dialogue, students will learn how to build fully developed characters and advance plot in ways that engage and satisfy readers. By allowing the audience to uncover themes and motivations through context and action—rather than being explicitly told—writers create immersive, emotionally resonant experiences. Students will examine professional texts and film adaptations to understand how authors and directors use detail to shape meaning and guide interpretation. They will also practice crafting their own narratives using the "show, don't tell" technique, offering and receiving peer feedback to refine their storytelling. A blend of mentor texts, guided exercises, and collaborative discussions will support students in honing their voice and technique. This unit fosters critical reading and writing skills by emphasizing subtlety, subtext, and audience engagement—key components of sophisticated storytelling.

Learning Standards

NJSLS:

W.NW.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); 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.WR.11–12.5. 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.RW.11–12.7. 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*: 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
Computer Science & Design Thinking (*CS & DT***):** 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Interdisciplinary Connections: 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Learning Targets

Unit Essential Questions:

- How can a writer use descriptive detail, active verbs, and dialogue to build characters and convey plot action?
- Why is using descriptive detail, active verbs, and dialogue to build characters and convey plot action essential to showing?
- What is showing, not telling?
- Why is it important to allow the reader to discover character motivation and theme on their own?
- Why does "telling" or explaining key elements of a story take the wind out of a narrative?

Unit Enduring Understandings:

- Using descriptive detail which engages the senses, active verbs, and dialogue to build characters and move the action of the plot is essential to showing, not telling, the reader what a story is about.
- "Showing," or allowing the reader to discover what a story is about (theme) on their own, as they read or as a character discovers as well, is a very satisfying experience for both the reader and the writer.
- Explicitly spelling out, or "telling" the reader what is going on in a story, such as the motivation of the characters, their feelings and attitudes, or even the results of events, leads to a loss of

	interest for the reader. • Comparing the film to the text version of a story yields understanding of the mind of the storyteller. • By identifying details filmmakers and writers include in their productions, students get a glimpse into the mind of the artist.

Vocabulary:

- *Academic terminology:* Descriptive Detail, Sensory Language, Active Verbs, Dialogue, Characterization, Indirect Characterization, Theme, Motivation, Narrative Structure, Tone and Mood.

Students will be able to:

- Use descriptive detail which engages the senses, active verbs, and realistic dialogue to build characters and convey themes in a writing exercise.
- Recognize the effective use of detail, active verbs, and dialogue in short stories.
- Provide feedback on peer partner's work and in class-wide discussion.
- Organize ideas according to tenets of effective narrative structure.

Learning Activities:

- Sensory Snapshot
- Emotion Without Naming It
- Dialogue to Reveal Character
- Compare & Contrast: Film vs. Text
- "Show, Don't Tell" Peer Workshop
- "The Train from Rhodesia" Deep Dive
- Show, Don't Tell Challenge Prompt
- Show or Tell? Mini-Game

Assessment Evidence

Formative Assessments:

- Nadine Gordimer's "The Train From Rhodesia"
    - Students will discuss Gordimer's use of descriptive detail, active verbs, and realistic dialogue, and consider how to apply similar methods in their own writing

Summative Assessments:

- Show Don't Tell Prompt
    - Students will complete a writing prompt, which will challenge them to "show, not tell." Students will share work with peer partners and with class as a whole.

Core Instructional & Supplemental Materials

The Little Mermaid by Hans Christian Andersen
Student-generated material
The Train From Rhodesia by Nadine Gordimer
Chromebooks
Google Classroom

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3 Title: Writing and Sharing Your MP3 Rough Draft

Unit Summary: In this unit, students will explore the craft of narrative writing through a structured, formulaic approach that supports the development of compelling, meaningful stories. Writers will learn to create well-developed characters, integrate realistic dialogue, and build narratives around significant conflicts and resolutions. Through the deliberate use of descriptive language, figurative language, and literary devices such as symbolism, students will learn how to *show*, *not tell*, adding depth and complexity to their work. Emphasis will be placed on the writing process—from brainstorming and drafting to revising based on peer feedback. As students read and critique each other's work, they will develop a strong sense of writing community, growing not only from the feedback they receive but also from the insight gained by reading their peers' stories. Throughout the unit, students will reflect on how hard work, collaboration, and thoughtful revision lead to satisfying final products and personal growth as writers. By the end of the unit, students will produce polished short stories that demonstrate their ability to apply narrative techniques, respond to feedback, and contribute positively to a community of writers.

Learning Standards

NJSLS:

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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.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.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent

viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, a new interpretation of the author's message).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective techniques, 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.WR.11–12.5. 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.

SL.PE.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.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Computer Science & Design Thinking ***(****CS & DT****)*:

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Interdisciplinary Connections:

6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How can following a formulaic approach to writing help the writer achieve success? • Why do successful narratives include compelling,	• Following a formulaic approach to writing can help the writer achieve success. • Successful narratives include compelling, detailed,

detailed, and thoroughly developed characters? • How can writers use dialogue as a plot device and to help build characters indirectly (show, not tell)? • Why is a meaningful conflict and resolution essential to a good narrative? • How can writers use descriptive detail to characterize indirectly and introduce figurative language into their work? • How can writers use figurative language, symbolism, and other literary devices to characterize indirectly and add layers of meaning to their work? • How can sharing work with peers and receiving their criticism as well as praise lead to growth as a writer? • How can reading the work of peers and providing criticism and praise help a writer improve their own work? • How can becoming a member of a community of caring writers lead to increased success for all members?	and thoroughly developed characters. • Writers use dialogue to help build characters indirectly (show, not tell). • A rewarding, enriching narrative includes a meaningful conflict and resolution. • Writers use descriptive detail to characterize indirectly and introduce figurative language into their work. • Writers use figurative language, symbolism, and other literary devices to characterize indirectly and add layers of meaning to their work. • Sharing work with peers and receiving their criticism as well as praise can lead to growth as a writer. • Reading the work of peers and providing criticism and praise can help a writer improve their own work. • Establishing a community of caring writers can lead to increased success for all members.
Vocabulary: • Academic terminology: exposition, rising action, climax, falling action, resolution, conflict, plot, indirect characterization, direct characterization, protagonist, and antagonist	
Students will be able to: • Define and apply the elements of good narrative writing identified in class. • Demonstrate the ability to conceive and create detailed, compelling, and thoroughly developed characters. • Employ dialogue as a plot device and to effectively characterize indirectly (show, not tell).	

- Create a narrative which includes a meaningful conflict and resolution.
- Employ descriptive detail to characterize indirectly, and introduce figurative language in a short story.
- Employ figurative language, symbolism, and other literary devices to characterize indirectly and add meaning to their work.
- Receive and apply criticism and praise received from peers.
- Provide meaningful and constructive criticism of peers' work.
- Act as a responsible member of a community of supportive writers.

Learning Activities:

- Character Creation Workshop
- Dialogue and Voice Practice
- Conflict and Resolution Mapping
- “Show, Don’t Tell” Mini-Lessons
- Figurative Language Challenge
- Symbolism Scavenger Hunt
- Writer’s Circle / Peer Critique Sessions
- Drafting Days
- Self-Reflection Journals
- Narrative Showcase

Assessment Evidence

Formative Assessments:

- Writer's Circle
    - The student will participate in a writer's circle. The student will provide feedback, both orally and in writing, on a peer's story. Students will identify aspects of a peer's story that they will apply in their own writing.

Summative Assessments:

- Short Story Rough and Final Draft

Core Instructional & Supplemental Materials
Student Writing Journals
Chromebooks
Google Classroom

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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Students at Risk of Failure

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Unit 4

Desired Results

Unit 4 Title: Unit 4: Building Blocks o' Narrative - Personal Narrative

Unit Summary: In this unit, students explore the power and resonance of personal narrative by drawing upon their own experiences as the foundation for storytelling. Through analysis of mentor texts such as *The Body* by Stephen King and its film adaptation *Stand By Me*, students will examine how writers transform real-life moments into rich, layered narratives that connect with readers on an emotional level. Students will practice using memory, detail, and emotion to develop character, voice, and theme in their own writing. By organizing their stories using principles of narrative structure and engaging in peer workshops, students will learn to refine their work while giving and receiving feedback. A central theme of the unit is the writer's surrender of control once their work is shared—an act that opens the door to

interpretation, empathy, and connection. This unit lays a strong foundation for narrative writing by helping students understand that their unique experiences are valuable sources of inspiration and meaning.

Learning Standards

NJSLS:

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).

W.NW.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.
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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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Computer Science & Design Thinking (*CS & DT*):

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.

Interdisciplinary Connections:

6.1.12.HCA.14.C:Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Learning Targets

Unit Essential Questions:

- Why is the personal narrative such a great place for the writer to start?
- How can the writer draw upon personal experience to color their narratives?
- Why does an intensely personal expression like writing wind up connecting the writer with so many other people?

Unit Enduring Understandings:

- The personal narrative, or story inspired by the writer's experiences, is a great place for any writer to start.
- All writers, not just novices, draw upon their own experiences to color their narratives.
- Once you create and share a narrative, you surrender control of it and allow others to analyze, interpret, and modify it.

Vocabulary:

- *Academic terminology*: Personal Narrative, Voice, Perspective, Tone, Theme, Sensory Detail, Anecdote, Reflection, Narrative Structure, and Dialogue

Students will be able to:

- Use personal experiences to fill narrative writing with details and characters.
- Draw upon personal experience for inspiration.
- Provide feedback on peer partner's work and in class-wide discussion.

- Organize ideas according to tenets of effective narrative structure.

Learning Activities:

- Memory Map Exercise
- Personal Timeline
- Sensory Snapshot Writing
- Story Circle
- Comparing Text to Film
- "Heart Map" Writing
- Peer Review Workshop
- Writing Prompt Stations
- Dialogue Practice
- Final Narrative & Author's Note

Assessment Evidence

Formative Assessments:

- Stephen King's "The Body"
  - The students will discuss King's writing, especially as it compares to the Rob Reiner film based on King's work, Stand By Me. Students will identify the strengths of both modes of expression.

Summative Assessments:

- Personal Narrative Prompt
  - The students will complete a writing prompt inspired by personal experience. Students will share work with peer partners and with class as a whole.

Core Instructional & Supplemental Materials

Stephen King's "The Body"

Student Writing Journals
Chromebooks
Google Classroom

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 5 Title: Writing and Sharing Your Story - MP 3 Final

Unit Summary: In this unit, students will explore how preparation, structure, and peer collaboration contribute to successful narrative writing. Using a formulaic approach as a foundation, students will develop the tools to craft rich and meaningful short stories. Through focused lessons and writing practice, students will learn to create compelling, thoroughly developed characters using indirect characterization, dialogue, and figurative language. Emphasis will be placed on the importance of a meaningful conflict and resolution as key elements of a rewarding narrative. Writers will deepen their skills by experimenting with literary devices such as symbolism and descriptive detail to add layers of meaning to their work. Central to this unit is the establishment of a supportive writing community, where students both give and receive constructive feedback. By engaging in writer's circles and sharing their work, students will refine their stories and grow as both writers and readers. The unit culminates in the completion of a polished short story that reflects students' growth in craft, creativity, and collaboration.

Learning Standards

NJSLS:

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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.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.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

W.NW.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); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.PE.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.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Computer Science & Design Thinking ***(****CS & DT****)*:

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Interdisciplinary Connections: 6.1.12.HCA.14.C:Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How can following a formulaic approach to writing help the writer achieve success? • Why do successful narratives include compelling, detailed and thoroughly developed characters? • How can writers use dialogue as a plot device and to help build characters indirectly (show, not tell)? • Why is a meaningful conflict and resolution essential to a good narrative? • How can writers use descriptive detail to characterize indirectly and introduce figurative language into their work? • How can writers use figurative language, symbolism, and other literary devices to characterize indirectly and add layers of meaning to their work? • How can sharing work with peers and receiving their criticism as well as praise lead to growth as a writer? • How can reading the work of peers and providing criticism and praise help a writer improve their own	• Following a formulaic approach to writing can help the writer achieve success. • Successful narratives include compelling, detailed, and thoroughly developed characters. • Writers use dialogue to help build characters indirectly (show, not tell). • A rewarding, enriching narrative includes a meaningful conflict and resolution. • Writers use descriptive detail to characterize indirectly and introduce figurative language into their work. • Writers use figurative language, symbolism, and other literary devices to characterize indirectly and add layers of meaning to their work. • Sharing work with peers and receiving their criticism as well as praise can lead to growth as a writer.

<table>
<tr><td>work?
● How can becoming a member of a community of caring writers lead to increased success for all members?</td><td>● Reading the work of peers and providing criticism and praise can help a writer improve their own work.
● Establishing a community of caring writers can lead to increased success for all members.</td></tr>
<tr><td colspan="2">Vocabulary:
● Academic terminology: narrative, characterization, direct characterization, indirect characterization, descriptive detail, figurative language, symbolism and figurative language</td></tr>
<tr><td colspan="2">Students will be able to:
● Define and apply the elements of good narrative writing identified in class.
● Demonstrate the ability to conceive and create detailed, compelling, and thoroughly developed characters. Employ dialogue as a plot device and to effectively characterize indirectly (show, not tell).
● Create a narrative which includes a meaningful conflict and resolution.
● Employ descriptive detail to characterize indirectly and introduce figurative language in a short story.
● Employ figurative language, symbolism, and other literary devices to characterize indirectly and add meaning to their work.
● Receive and apply criticism and praise received from peers.
● Provide meaningful and constructive criticism of peers' work.
● Act as a responsible member of the community of supportive writers.</td></tr>
<tr><td colspan="2">Learning Activities:
● Character Creation Workshop
● Dialogue Practice: Show, Don't Tell
● Conflict Brainstorm Carousel
● Literary Devices Scavenger Hunt
● Setting and Sensory Detail Sketch</td></tr>
</table>

- Story Mapping
- Peer Writing Circles
- “Write Like” Mentor Text Emulation
- Symbolism Collage
- Figurative Language Remix
- Mini-Conferences
- Final Story Showcase

Assessment Evidence
Formative Assessments: ● Writer's Circle ○ Students will participate in the writer's circle. Students will provide feedback, both orally and in writing, on peers' stories. Students will identify aspects of a peer's story they will apply in their own writing.
Summative Assessments: ● Rough and Final Draft

Core Instructional & Supplemental Materials
Student Writing Journals
Chromebooks
Google Classroom

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans
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504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

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Unit 6

Desired Results

Unit 6 Title: Screen Writing - A New Mode

Unit Summary: In this unit, students will explore the art of screenwriting as both a unique narrative form and a tool to improve their overall writing craft. Through analysis, modeling, and original composition, students will learn how screenwriting encourages writers to think visually and write more actively—focusing on "showing" rather than "telling." Emphasizing structure, imagery, and dialogue, students will gain insight into how screenwriting sharpens narrative precision and strengthens prose. Using excerpts from Charlie Kaufman's screenplay for *Eternal Sunshine of the Spotless Mind* and viewing Michel Gondry's film adaptation, students will consider how screenplays serve as blueprints for collaboration between writer and director. Through this comparison, they will explore how screenwriting is inherently open to interpretation and transformation, reinforcing its role as an incomplete but essential piece of cinematic storytelling. By the end of the unit, students will write an original six-scene screenplay, adapted from their personal narrative work. Along the way, they will create visual flow charts, reflect on favorite movie scenes, and engage in collaborative peer discussions to refine their understanding of narrative construction. This unit not only introduces students to the world of film but also enhances their ability to craft vivid, engaging writing in any form.

Learning Standards

NJSLS:

W.NW.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).
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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); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Computer Science & Design Thinking (*CS & DT***):**

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.

Interdisciplinary Connections:

6.1.12.HCA.14.C: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Learning Targets

Unit Essential Questions:

- How can screenwriting help the writer think more visually, and thus show, not tell?
- How is screenwriting a more active experience than prose writing, and how can this difference benefit the writer?
- How can screenwriting help the writer improve their dialogue?
- How is the screenplay an incomplete art?

Unit Enduring Understandings:

- Screenwriting forces the writer to think more visually, which helps the writer show, not tell.
- Screenwriting is, in many ways, a more active form of narrative writing.
- Because it relies heavily on dialogue, screenwriting will improve the writer's prose.
- The connection between screenplay and film is completed by the interpretation of the director.

Vocabulary:

- *Academic terminology*: Screenplay, Scene, Slug Line (Scene Heading), Action Line, Dialogue, Parenthetical, Voiceover (V.O.), Off Screen (O.S.), Transition, Beat, Blocking, Visual Storytelling

Students will be able to:

- Identify method of screenwriting in model and apply methods in own writing.
- Write a six-scene screenplay.
- Compare the screenplay and film versions of *Eternal Sunshine of the Spotless Mind* and discuss differences.

Learning Activities:

- Journal Reflection: Favorite Movie Scene
- Screenplay vs. Film Comparison
- Visual Flow Chart: Personal Narrative to Screenplay
- Screenwriting Mini-Lessons
- "Show, Don't Tell" Rewrite
- Dialogue Workshop

- Collaborative Scene Drafting
- Script Read-Aloud Circle
- Peer Review: Feedback Protocol
- Final Screenplay Draft and Presentation
- Storyboard Extension (Optional)
- Director's Interpretation Exercise

Assessment Evidence

Formative Assessments:

- Screenplay Flow Chart
  - The students will create six box flow charts based on personal narrative to serve as an intermediate stage between prose, narrative, and screenplay.
- Charlie Kaufman's screenplay for "Eternal Sunshine of the Spotless Mind"
  - The students will discuss Kaufman's screenplay, especially as it compares to the Michel Gondry film based on Kaufman's work.
  - Students will identify the strengths of both modes of expression. Students will identify and apply qualities of good screenwriting.
- Journal reflection - favorite movie scene
  - The students will choose their favorite movie scene and reflect in writing in their journal. We will then find a clip on YouTube as well as a screenplay to compare the two.

Summative Assessments:

- Screenplay
  - The students will complete a six-scene screenplay based on the prompt they completed during the personal narrative unit. The students will share work with peers, partners, and class.

Core Instructional & Supplemental Materials

Excerpts from the screenplay for *Eternal Sunshine of the Spotless Mind* by Charlie
Kaufman Student Writing Journals
Chromebooks
Google Classroom

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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Students at Risk of Failure

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Unit 7

Desired Results

Unit 7 Title: Writing and Sharing Your Story MP4 Rough

Unit Summary: In this unit, students will apply the tools and strategies of effective narrative writing to craft compelling, original short stories. Through guided instruction, peer collaboration, and multiple drafts, students will explore how a structured approach to storytelling, combined with creative expression, leads to successful writing outcomes. They will focus on developing rich characters, crafting meaningful conflict and resolution, and using dialogue, descriptive detail, and figurative language to "show, not tell." Students will also examine how literary devices such as symbolism and metaphor add complexity and depth to narrative work. Central to the unit is the belief that writing is a process, one that thrives within a community of supportive peers. Through writer's circles and feedback exchanges, students will grow as both writers and readers. Ultimately, they will complete and revise a polished short story that reflects their understanding of narrative elements and their growth as thoughtful, expressive storytellers.

Learning Standards

NJSLS:

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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.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.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

W.NW.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.WR.11–12.5. 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.

SL.PE.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.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Computer Science & Design Thinking (*CS & DT*):

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Interdisciplinary Connections:

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics, and society.

Learning Targets

Unit Essential Questions:

- How can following a formulaic approach to writing help the writer achieve success?
- Why do successful narratives include compelling, detailed, and thoroughly developed characters?
- How can writers use dialogue as a plot device and to help build characters indirectly (show, not tell)?
- Why is a meaningful conflict and resolution essential to a good narrative?
- How can writers use descriptive detail to characterize indirectly and introduce figurative language into their work?
- How can writers use figurative language, symbolism, and other literary devices to characterize indirectly and add layers of meaning to their work?
- How can sharing work with peers and receiving their criticism as well as praise lead to growth as a writer?
- How can reading the work of peers and providing

Unit Enduring Understandings:

- Following a formulaic approach to writing can help the writer achieve success.
- Successful narratives include compelling, detailed, and thoroughly developed characters.
- Writers use dialogue to help build characters indirectly (show, not tell).
- A rewarding, enriching narrative includes a meaningful conflict and resolution.
- Writers use descriptive detail to characterize indirectly and introduce figurative language into their work.
- Writers use figurative language, symbolism, and other literary devices to characterize indirectly and add layers of meaning to their work.
- Sharing work with peers and receiving their criticism as well as praise can lead to growth as a writer.

criticism and praise help a writer improve their own work? • How can becoming a member of a community of caring writers lead to increased success for all members?	• Reading the work of peers and providing criticism and praise can help a writer improve their own work. • Establishing a community of caring writers can lead to increased success for all members.
Vocabulary: • *Academic terminology*: narrative, characterization, direct characterization, indirect characterization, dialogue, conflict, resolution, descriptive detail, simile, and metaphor	
Students will be able to: • Define and apply the elements of good narrative writing identified in class. • Demonstrate the ability to conceive and create detailed, compelling, and thoroughly developed characters. • Employ dialogue as a plot device and to effectively characterize indirectly (show, not tell). • Create a narrative which includes a meaningful conflict and resolution. • Employ descriptive detail to characterize indirectly and introduce figurative language in a short story. • Employ figurative language, symbolism, and other literary devices to characterize indirectly and add meaning to their work. • Receive and apply criticism and praise received from peers. • Provide meaningful and constructive criticism of peers' work. • Act as a responsible member of a community of supportive writers.	
Learning Activities: • Story Structure Breakdown • Character Development Organizer • “Show, Don’t Tell” Practice • Dialogue Workshop	

- Conflict Brainstorm and Scenario Building
- Sensory Writing Challenge
- Figurative Language Quick Writes
- Symbolism Brainstorm
- Rough Draft Writing Days
- Peer Writing Circles
- Revision Stations
- Final Story Publishing & Celebration

Assessment Evidence

Formative Assessments:

- Writer's Circle
    - Students will participate in a writer's circle. Students will provide feedback, both orally and in writing, on peers' stories. Students will identify aspects of peers' stories they will apply in their own writing.

Summative Assessments:

- Short Story Rough and Final Draft

Core Instructional & Supplemental Materials

Student Writing Journals
Chromebooks
Google Classroom

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
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Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 8

Desired Results

Unit 8 Title: Unit 8: Building Blocks O' Narrative - Figurative Language

Unit Summary: In this unit, students will explore the use of figurative language, especially symbolism, as a powerful tool for enhancing narrative writing. Figurative language acts as the color on a writer's palette, adding depth, emotion, and clarity to storytelling. Through close analysis of mentor texts like Joyce Carol Oates' *Where Are You Going, Where Have You Been?*, students will identify how skilled writers use figurative language to convey themes, build complex characters, and "show, not tell." Students will practice applying these techniques in their own writing, starting with guided prompts and progressing to original, symbol-rich narratives inspired by visual art. They will learn to recognize and discuss effective use of figurative language in peer work and participate in class-wide feedback sessions. While the challenge of using figurative language can be intimidating for emerging writers, this unit encourages students to experiment with simplicity and purpose as they build confidence in their narrative voice. By the end of the unit, students will understand how figurative language functions in narrative writing and will demonstrate their ability to use symbolism to elevate theme and character development in their own stories.

Learning Standards

NJSLS:

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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.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.

W.NW.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Interdisciplinary Connections:

6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Learning Targets

Unit Essential Questions:

- What is figurative language?
- How does using figurative language like symbolism help the writer convey the theme of a story?
- How can using figurative language help the writer show, not tell?
- How does using figurative language help the writer employ the tenets of good narrative writing?
- Why is using figurative language so intimidating for the novice writer?

Unit Enduring Understandings:

- Using figurative language, especially symbolism, gives the writer more tools to convey the theme of a story.
- Using figurative language, especially symbolism, helps the writer show, not tell.
- Using figurative language is a challenging but necessary step for the emerging writer.
- The key for the novice writer using figurative language is to keep it simple.

Vocabulary:

- *Academic terminology:* Figurative Language, Symbolism, Theme, Imagery, Metaphor, Simile, Personification, Allusion, Tone, and Mood

Students will be able to:

- Employ figurative language, especially symbolism, in a short story to convey themes, build characters, and show, not tell.
- Recognize the use of figurative language in models provided.
- Identify how figurative language, especially symbolism, is used to convey themes.
- Provide feedback on peer partner's work and in class-wide discussion

Learning Activities:

- Figurative Language Scavenger Hunt
- Symbol Brainstorm + Sketch
- Writer's Workshop: Show, Not Tell, Challenge
- Symbolism in Oates' Story: Socratic Seminar
- Peer Analysis & Feedback Circles
- Art-Inspired Narrative Writing
- Figurative Language Tableau
- Picture Prompt Symbolism Write
- Figurative Language Wall
- Figurative Language Journal

Assessment Evidence

Formative Assessments:

- Joyce Carol Oates' "Where Are You Going, Where Have You Been"
    - Students will discuss Oates' use of figurative language, especially symbolism, to convey themes in her short story. Students will use Oates' work as a model.

Summative Assessments:

- Symbolism Prompt
    - Students will employ symbolism to convey themes in the writing prompt. Students will share work with peer partners and with the class as a whole.
- Picture Prompt
    - Students will draw inspiration from a work of art created by their classmates in the Wall student art show in the hallway. Students will create a narrative employing figurative language inspired by a work of their choice and present it to their classmates.

Core Instructional & Supplemental Materials

Where are you going, where have you been? by Joyce Carol Oates
Student Writing Journals
Chromebooks
Google Classroom

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
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Unit 9

Desired Results

Unit 9 Title: Unit 9: Writing and Sharing Your Story MP 4 Final

Unit Summary: In this unit, students will develop the tools necessary to write meaningful, compelling narratives by following a structured, formulaic approach to storytelling. Through guided practice and revision, students will learn to craft well-developed characters, use dialogue to show rather than tell, and build narratives around significant conflict and resolution. Special attention will be given to the use of descriptive detail, figurative language, and symbolism as techniques for indirect characterization and for adding deeper layers of meaning. Students will write original short stories that incorporate these narrative elements while learning how to evaluate and improve their own work through peer feedback and self-reflection. Building a community of supportive writers is central to the unit. Through writer's circles and coffee house presentations, students will learn to give and receive meaningful criticism and praise, strengthening both their confidence and their craft. By the end of the unit, students will understand how careful preparation, structured writing, and collaborative reflection lead to satisfying and successful storytelling.

Learning Standards

NJSLS:

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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.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.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

W.NW.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.WR.11–12.5. 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.

SL.PE.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.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking ***(****CS & DT****)*:

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Interdisciplinary Connections:

6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Learning Targets

Unit Essential Questions:

- How can following a formulaic approach to writing help the writer achieve success?
- Why do successful narratives include compelling, detailed and thoroughly developed characters?
- How can writers use dialogue as a plot device and to help build characters indirectly (show, not tell)?
- Why is a meaningful conflict and resolution essential to a good narrative?
- How can writers use descriptive detail to characterize indirectly and introduce figurative language into their

Unit Enduring Understandings:

- Following a formulaic approach to writing can help the writer achieve success.
- Successful narratives include compelling, detailed and thoroughly developed characters.
- Writers use dialogue to help build characters indirectly (show, not tell).
- A rewarding, enriching narrative includes a meaningful conflict and resolution.
- Writers use descriptive detail to characterize indirectly and introduce figurative language into

<table>
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<td>work?
• How can writers use figurative language, symbolism and other literary devices to characterize indirectly and add layers of meaning to their work?
• How can sharing work with peers and receiving their criticism as well as praise lead to growth as a writer?
• How can reading the work of peers and providing criticism and praise help a writer improve their own work?
• How can becoming a member of a community of caring writers lead to increased success for all members?</td>
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<tr>
<td colspan="2">Vocabulary:
• Academic terminology: narrative, characterization, direct characterization, indirect characterization, dialogue, conflict, resolution, descriptive detail, simile, and metaphor</td>
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<td colspan="2">Students will be able to:
• Define and apply the elements of good narrative writing identified in class.
• Demonstrate the ability to conceive and create detailed, compelling, and thoroughly developed characters. Employ dialogue as a plot device and to effectively characterize indirectly (show, not tell).
• Create a narrative which includes a meaningful conflict and resolution.
• Employ descriptive detail to characterize indirectly and introduce figurative language in a short story.
• Employ figurative language, symbolism, and other literary devices to characterize indirectly and add meaning to their work.
• Receive and apply criticism and praise received from peers.
• Provide meaningful and constructive criticism of peers' work.
• Act as a responsible member of a community of supportive writers.</td>
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Learning Activities:

- Story Structure Breakdown
- Character Development Organizer
- “Show, Don’t Tell” Practice
- Dialogue Workshop
- Conflict Brainstorm and Scenario Building
- Sensory Writing Challenge
- Figurative Language Quick Writes
- Symbolism Brainstorm
- Rough Draft Writing Days
- Peer Writing Circles
- Revision Stations
- Final Story Publishing & Celebration

Assessment Evidence

Formative Assessments:

- Writer's Circle
    - Students will participate in a writer's circle. Students will provide feedback, both orally and in writing, on peers' stories. Students will identify aspects of peers' stories they will apply in their own writing.

Summative Assessments:

- Short Story Rough and Final Draft
- Coffee House
    - Students will read their work aloud to their classmates in a coffee house style. Students will provide feedback for the writer.

Core Instructional & Supplemental Materials

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Chromebooks
Google Classroom

Accommodations and Modifications:
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