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

Course Title: Creative Writing 1

Course Description:
Designed as a writing workshop, this course allows students to explore their own creative potential by writing short stories and poems. Students jump right into high-interest writing prompts. Fun is emphasized, as is sharing and support. Students receive basic instruction in style and structure. In writing circles, students read and discuss their peers' work to assist them in developing their own writing skills. Students also receive feedback from the teacher. Students will keep a journal on a regular basis, to inspire a lifelong commitment to expression. Upon completion of this course, students will not only have a better understanding of creative writing techniques and a deeper appreciation for the writing craft but also see themselves as part of a larger writing community. While content and substance are monitored, creativity and acceptance are emphasized.

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: Introduction - This is Easy!	7
Unit 2: The Habit of Writing	7
Unit 3: Writing and Sharing Your MP 1 Rough Draft	7
Unit 4: Building Blocks of Narrative: Character	7
Unit 5: Writing and Sharing Your Story - MP 1 Final	7
Unit 6: Building Blocks of the Narrative - Satire	7
Unit 7: Poetry is Fun	7
Unit 8: Writing and Sharing Your Story MP2 Rough	7
Unit 9: Writing and Sharing Your Story MP2 Final	7

Unit 10: We Publish -Your Job in Creative Writing	7

Unit 1

Desired Results

Unit 1 Title: Unit 1: Introduction - This is Easy!

Unit Summary: In this unit, students will immerse themselves in the boundless world of narrative writing by exploring how a single prompt can lead to a wide array of creative outcomes. Through the development of original short stories, students will experience firsthand how fiction writing offers opportunities for personal expression, experimentation, and collaboration. By engaging in structured writing activities, peer sharing, and reflective feedback, students will discover that storytelling is not only accessible to writers of all skill levels but also a source of enjoyment and creative pride. Students will study the elements of strong storytelling: character development, dialogue, detail, and structure, while experimenting with techniques such as writing from the climax backward and using a single incident to frame a narrative. Reading and analyzing short fiction will inform their writing as they learn to organize ideas, apply narrative conventions, and contribute to a supportive writing community. Ultimately, this unit empowers students to see themselves as writers and to recognize that great stories can emerge from anyone, regardless of experience level.

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.

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.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 can completing a writing prompt in class demonstrate to the student the endless possibilities of narrative fiction?
- How and why does cooperatively creating and sharing a story add enjoyment to the writing process?
- How can writing good fiction be achieved relative to skill level?
- How can completing a writing prompt prove that writers of any skill level can create a satisfying narrative?

Unit Enduring Understandings:

- Narrative writing presents endless possibilities to the writer.
- Given the same prompt, twenty writers will create twenty different stories, each worthwhile and rewarding in its own right.
- Writing stories can and should be fun, especially when completed and shared with a group.
- A writer of any skill level can create a complete, satisfying narrative.

Vocabulary:

- *Academic terminology:* narrative, plot, climax, conflict, characterization, dialogue, point of view, tone, mood, and theme.

Students will be able to:

- Understand and apply examples of good writing by their classmates in their own writing. Explore the short story genre by creating a story from a single incident. Experience the limitless possibilities of narrative fiction.
- Become comfortable sharing their writing with their classmates.
- Employ detail and dialogue to create vivid characters.
- Create a story from the climax backward.
- Read short fiction and apply conventions in one's own writing.
- Organize ideas into a narrative.
- Listen and provide feedback on classmates' stories.

Learning Activities:

- Prompt Roulette
- Reverse Plot Writing
- Story Circle Collaboration
- "Show, Don't Tell" Workshop
- Mentor Text Analysis
- Dialogue Bootcamp
- Peer Writing Circles
- Flash Fiction Challenge
- Character Interview
- Final Story Portfolio & Celebration

Assessment Evidence

Formative Assessments:

- Written Narrative
    - Students work in groups of their choosing to complete a narrative based on a story climax chosen by the class as a whole. Students share a narrative aloud with their classmates.
- Read John Updike's "A&P."
    - Oral Discussion
    - Group discussion (reader's circle) of the story.

Summative Assessments:

- Trip & Fall Prompt
    - Transfer Tasks: Written Narrative
    - Students receive the "trip & fall" writing prompt, complete it in two to three days, then share it with classmates on a volunteer basis.
- Cooperative Climax Narrative

Core Instructional & Supplemental Materials
A & P by John Updike
Various Writing Prompts
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: The Habit of Writing

Unit Summary:

In this unit, students will explore journaling as a powerful and essential practice for writers of all levels. Through consistent, low-stakes writing, students will develop a personal connection to writing as a tool for reflection, exploration, and creative discovery. By committing to regular journal entries, students will begin to view writing not just as an academic task but as a lifelong habit that fosters self-awareness and inspiration. Students will be introduced to strategies and prompts designed to stimulate thoughtful and meaningful writing. Emphasis will be placed on the importance of privacy, ownership, and authenticity in journaling. While the content of student journals will remain unread by the teacher, journal checks will reinforce responsibility and consistency. Supported by readings like *The Art of Fiction* by John Gardner and a variety of creative prompts, this unit encourages students to build stamina, find their voice, and view writing as a personal, daily practice that enhances all areas of their work as writers.

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.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

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 and 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 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 the goals of journal writing. • Set aside time daily to write in a journal. • Use a journal as a means of reflection, exploration, and discovery.	
Learning Activities: • Daily Journal Time • Prompt Choice Board	

- "Why I Write" Reflection
- Snapshot of the Day
- Dialogue with Self
- Visual Journaling
- Journaling in Nature
- Timed Freewriting Challenges
- Journal Jar
- End-of-Unit Reflection Entry

Assessment Evidence

Formative Assessments:

- Journal checks will be regular and unannounced

Summative Assessments:

- Written: Journal/ Diary
    - The student will be responsible for three journal entries per week, each a full page of a typical marble notebook (20 minutes of writing).

Core Instructional & Supplemental Materials

The Art of Fiction by John Gardner
Various Writing Prompts
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

- 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.

-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 MP 1 Rough Draft

Unit Summary: In this unit, students will explore and apply the foundational principles of successful narrative writing through a structured, formulaic approach that fosters both creativity and clarity. With a focus on developing compelling characters, engaging plots, and emotionally resonant themes, students will learn to craft short stories that demonstrate depth, cohesion, and originality. Key literary techniques such as indirect characterization, descriptive detail, dialogue, figurative language, and symbolism will be studied and applied to help students add richness and meaning to their work. Through a series of scaffolded writing tasks, students will conceive, draft, revise, and finalize original short stories. Emphasis will be placed on the importance of conflict and resolution in creating satisfying narratives. Students will engage in regular Writer's Circle sessions, where they will share their work, receive and give constructive feedback, and reflect on how peer input informs their growth as writers. By participating in a supportive writing community, students will come to understand that the revision process and collaborative critique are essential to refining their voice and improving their craft. Ultimately, this unit encourages students to take pride in their hard work, trust the writing process, and recognize that dedication, structure, and peer collaboration are key drivers of narrative success.

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.
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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:

- 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?

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.
- Reading the work of peers and providing criticism and praise can help a writer improve their own work.

• 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?	• 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 that 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 Map Planning • Character Creation Workshop • Dialogue Do-Over • Symbolism Hunt	

- Writing with Figurative Language
- Conflict Brainstorm Carousel
- Writer's Circle
- Layered Revision Challenge
- Mini Mentor Text Analysis
- Short Story 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

Various Writing Prompts
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.

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Students at Risk of Failure

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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 4

Desired Results

Unit 4 Title: Unit 4: Building Blocks of Narrative- Character

Unit Summary: In this unit, students will explore the critical role of character development in creating engaging, effective narratives. Through close reading, reflective exercises, and structured writing tasks, students will learn how to build complex, believable characters that enhance the emotional depth and authenticity of their stories. Emphasis will be placed on the importance of knowing a character intimately, understanding their motivations, flaws, and growth, before attempting to write them into a larger narrative. Using William Faulkner's *A Rose for Emily* as a literary model, students will examine how authors use detail, dialogue, and plot devices to reveal character. They will apply these techniques in their own writing by first creating a vividly "offensive" character and then refining and expanding that character through a series of guided prompts. Students will use graphic organizers and visual tools to map traits, internal conflicts, and developmental arcs as they deepen their understanding of character creation. This unit also encourages students to look inward, using self-reflection and imagination, to inspire their character work. They will participate in peer discussions, share writing voluntarily, and consider how characters shape the direction and meaning of a story. By the end of the unit, students will understand that memorable narratives are often defined not just by what happens, but by *who* it happens to, and why that matters.

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.
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.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 are well-developed, engaging characters essential to effective narratives?
- Why must the writer look inward before turning outward?
- Why does time and effort result in compelling character development for the writer?
- How can using a graphic organizer or visualizing a character help the writer develop a complete, compelling character?

Unit Enduring Understandings:

- Effective narratives include well-developed, engaging characters.
- Building a character requires a thorough understanding of the character by the writer.
- Reflection by the writer can lead to compelling details and traits in the character.
- Creating a graphic organizer or other graphic representation of the traits of the character can be helpful to the writer.

Vocabulary:

- Academic terminology: motivation, flaw, dynamic character, static character, foil, internal conflict, external conflict, and character arc.

Students will be able to:

- Identify and portray offensive traits in a character in a writing prompt.
- Identify and employ basic elements of character building in writing exercise, including descriptive detail, dialogue, and plot devices.
- Organize ideas according to effective narrative structure.
- Read short fiction as a model of using details, dialogue, and plot to build characters.
- Apply what they learned from reading a model of character building in their own fiction.

Learning Activities:

- Character Trait Web
- Offensive Character Prompt Series
- "A Rose for Emily" Character Study
- What's in Their Closet?
- Dialogue as Characterization
- Internal vs. External Conflict Sort
- Character Arc Timeline
- Character Interview
- Peer Review: Character Feedback
- Character Rewrite Challenge

Assessment Evidence

Formative Assessments:

- William Faulkner's "A Rose for Emily"
    - Students will discuss Faulkner's character building and consider how to apply similar methods in their own writing.

Summative Assessments:

- Offensive Character Prompt
    - Students will create an offensive character, then, over the course of up to two weeks, move the character through several, progressively more specific, narrative prompts. Students will share work with classmates on a volunteer basis and turn in work at the end.

Core Instructional & Supplemental Materials

A Rose for Emily by William Faulkner

Various Writing Prompts

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 1 Final

Unit Summary: In this unit, students will discover how persistence, preparation, and peer collaboration can lead to a rewarding and polished narrative. Writers will follow a structured approach to develop compelling characters, engaging plots, and rich figurative language that adds depth and meaning. Through the use of dialogue, symbolism, and literary devices, students will learn how to "show, not tell" and create stories that resonate. A key part of this journey is sharing writing within a supportive classroom community—offering and receiving feedback to grow as both a writer and a reader. By the end of the unit, students will produce a refined short story that reflects both individual creativity and the collaborative spirit of 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, 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

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:

- 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 work?
- How can becoming a member of a community of caring writers lead to increased success for all

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.
- Reading the work of peers and providing criticism and praise can help a writer improve their own work.

members?	• Establishing a community of caring writers can lead to increased success for all members.

Vocabulary:

- *Academic terminology*: narrative, characterization, direct characterization, indirect characterization, descriptive detail, figurative language, symbolism and figurative language

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.

Learning Activities:

- Character Creation Workshop
- Dialogue Practice: Show, Don’t Tell
- Conflict & Resolution Mapping
- Sensory Detail Scavenger Hunt
- Figurative Language Station Rotation
- Peer Writing Circles
- Mini Mentor Text Analysis
- Symbolism Sketch

- Story Swap Revision Challenge
- Author's Chair Publishing Day

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 peers' stories 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

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- 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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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: Building Blocks of the Narrative - Satire

Unit Summary: In this unit, students will explore the art of satire as both a literary technique and a powerful tool for social commentary. Through the study of short fiction by authors such as T.C. Boyle and Kurt Vonnegut Jr., students will learn to recognize and analyze satire in modern literature. They will examine how writers use humor, irony, and exaggeration to critique society and persuade readers. Students will then apply these techniques in their own satirical narratives, using school-based topics as inspiration. Emphasis will be placed on crafting purposeful narratives, giving and receiving peer feedback, and understanding the deeper power satire holds in shaping public thought. By the end of the unit, students will not only write their own satirical stories, but also develop an appreciation for satire's role in both literature and the real world.

Learning Standards

NJSLS:

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.

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:	**Unit Enduring Understandings:**
• What is satire and why is it so popular? • How can the novice writer effectively employ satire? • How can the writer use satire as a persuasive tool and make their world a better place?	• Satire is a particularly popular literary device in modern American culture. • Satire can be employed effectively even by the novice writer. • Satire is a meaningful, persuasive tool with which the writer can change their society for the better.
Vocabulary: • *Academic terminology*: Satire, Irony, Sarcasm, Parody, Exaggeration (Hyperbole), Understatement, Caricature, Tone, Target, and Social Commentary	
Students will be able to: • Identify satire in short fiction. • Articulate purpose of satire in short fiction. • Effectively employ satire in a writing exercise. • Organize ideas according to tenets of effective narrative structure. • Share work with peer partners and class as a whole. • Provide feedback to peer partners and class as a whole.	
Learning Activities: • What Is Satire? Intro Activity • Satire in “Big Game” Analysis • Satirical Technique Stations • Pep Week Satire Brainstorm & Draft • Peer Review & Writer’s Circle • Satire Share & Class Gallery Walk • Satire Exit Reflection	

Assessment Evidence

Formative Assessments:

- Read TC Boyle's "Big Game."
  - Students will discuss Boyle's use of satire, especially the method and purpose, in a group setting.
- Read Kurt Vonnegut Jr.'s The Kid Nobody Could Handle
  - Students will read The Kid Nobody Could Handle and consider character building through dialogue. Students will employ strategies identified in the story in their own writing.

Summative Assessments:

- Satire Prompt
  - Students will write their own satire inspired by Pep Week at Wall High School. Students will create their own narrative and share the narrative with peer partners and the whole class. Narrative will be turned in and assessed.

Core Instructional & Supplemental Materials

Big Game by TC Boyle
The Kid Nobody Could Handle by Kurt Vonnegut Jr.
Various Writing Prompts
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 7

Desired Results

Unit 7 Title: Poetry is Fun

Unit Summary: In this unit, students will explore poetry as both a creative outlet and a communal experience. Through reading and writing, they will discover how descriptive detail, sensory language, and structure work together to create powerful poems. Students will learn that poetry is not just self-expression—it's play, precision, and connection. Whether free writing, crafting within formal constraints like the sestina, or participating in collaborative activities like the "pass-around poem," students will find joy in the creative process. By stretching their vocabulary and experimenting with poetic forms, they will deepen their appreciation for language and develop confidence in their own voices. The unit culminates in a coffeehouse-style sharing session, where students present their work and celebrate poetry as a rewarding and social art 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).
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.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions

Learning Targets

Unit Essential Questions:

- How is writing poetry a uniquely joyous experience for the writer?
- Why is descriptive detail so important to writing enjoyable poetry?
- How does increasing the rigor of poetic structure result in more meaningful work?

Unit Enduring Understandings:

- Social writing, especially poetry, is a joyous experience.
- Descriptive detail is the strength of poetry as well as prose writing.
- Working with rigorous structural constraints pushes the writer to new poetic heights (or, more is more when it comes to poetry forms).
- Presenting your work to your classmates in a coffee house environment is rewarding and fun.

Vocabulary:

- *Academic terminology:* Poetry, Stanza, Descriptive Detail, Imagery, Diction, Sensory Language, Tone, Mood, Form,

Sestina

Students will be able to:

- Employing descriptive, sensory detail leads to more rewarding, enjoyable poetry.
- Stretching your vocabulary and diction is required to meet the demands of certain poetry forms.

Learning Activities:

- Sensory Scavenger Hunt
- 20-Minute Free Write to Poem
- Pass-Around Poem
- Word Bank Stretch
- "Deconstructed" Sestina Challenge
- Coffeehouse Poetry Share
- Mentor Poem Analysis
- Poetry Peer Conference

Assessment Evidence

Formative Assessments:

- Pass-around Poem
    - Students will write the title and first line of a poem, then pass the poem to the next person in line. Students will then add one line to the poem on their desk. Repeat until students have the poem they titled back.

Summative Assessments:

- Sestina
    - Students will complete "deconstructed" Sestina, in that they won't know they are writing a sestina until after they write their first stanza, and thus are locked into their six words.
- Descriptive Poem

- Students will free write for 20 minutes, then choose three verbs, nouns, and adjectives from their writing and use them in a poem of any length.

Core Instructional & Supplemental Materials
Because I Could Not Stop For Death by Emily Dickinson
Wild Geese by Mary Oliver
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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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.

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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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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 8

Desired Results

Unit 8 Title: Writing and Sharing Your Story MP2 Rough

Unit Summary: In this unit, students will learn how thoughtful preparation, structured techniques, and creative risk-taking lead to powerful storytelling. Through guided practice, students will craft original short stories that feature compelling characters, meaningful conflicts, and satisfying resolutions. They will explore how indirect characterization—through dialogue, descriptive detail, and figurative language—brings depth and authenticity to their writing. Students will also study the use of literary devices such as symbolism and metaphor to layer meaning in their narratives. A strong focus is placed on peer collaboration: sharing work, offering constructive feedback, and building a

supportive community of writers. By the end of the unit, students will complete a polished short story and grow not only as storytellers, but also as thoughtful, reflective members of a writing community.

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

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.

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?	• 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*: 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:

- Character Sketch & Interview
- Dialogue That Shows, Not Tells
- Plot Puzzle
- Show, Don't Tell Gallery Walk
- Symbolism Scavenger Hunt
- Writer's Circle: Peer Review Protocol
- Revision Station Rotation
- Author's Chair: Story Share
- Story Journal Prompts (Bellringers)
- Final Story & Reflection

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 peer's stories. Students will identify aspects of a peer's story they will apply in their own writing.

Summative Assessments:

- Short Story Rough and Final Draft

Core Instructional & Supplemental Materials

Various short stories
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 9

Desired Results

Unit 9 Title: Writing and Sharing Your Story MP2 Final

Unit Summary: In this unit, students will explore the craft of narrative writing by developing compelling characters, creating meaningful conflicts and resolutions, and applying key storytelling techniques. Through a formulaic approach, students will learn how structure and planning lead to writing success. Emphasis is placed on the use of dialogue, descriptive language, figurative language, and symbolism to show rather than tell, adding depth and emotional resonance to their work. Writers will grow through a cycle of drafting, revising, and peer feedback. Participation in a caring community of writers fosters not only technical improvement but also the confidence to share and refine personal stories. Students will complete a rough and final draft of an original short story, applying the narrative elements practiced throughout the unit and demonstrating their ability to reflect, revise, and craft meaningful, engaging fiction.

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.

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.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

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.
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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.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:

- 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?
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Unit Enduring Understandings:

- Following a formulaic approach to writing can help the writer achieve success.
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<tr>
<td colspan="2">Vocabulary:
• Academic terminology: Metaphor, Symbolism, Theme, Voice, Tone, Revision, Peer Feedback, Writer’s Circle, Draft, Literary Device</td>
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• Employ descriptive detail to characterize indirectly and introduce figurative language in a short story.
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• Provide meaningful and constructive criticism of peers' work.
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Learning Activities:

- Character Creation Workshop
- Conflict & Resolution Mapping
- Dialogue Bootcamp
- Figurative Language Scavenger Hunt
- Writer's Circle
- Symbolism Collage
- Flash Fiction Challenge
- 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 peer's stories. Students will identify aspects of a peer's story 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:

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 10

Desired Results

Unit 10 Title: We Publish -Your Job in Creative Writing

Unit Summary: In this culminating unit, students will take pride in showcasing their creative writing through the creation and publication of a class literary magazine. Working collaboratively as members of an in-class publishing house, students will write, edit, design, and publish original poetry and short stories. Along the way, they will develop important real-world skills such as resume writing, teamwork, project management, and professional communication. The unit emphasizes how formal writing and thoughtful presentation can be instrumental in achieving career goals. Through the process of organizing, editing, and producing a publication, students will learn how to manage complex tasks, meet deadlines, and support a shared vision. Attention to detail, collective expression, and cooperative problem-solving will be central to the success of this group endeavor. Students will experience the satisfaction of seeing their creative work in print and gain valuable insight into the publishing process. This project fosters personal pride, reinforces respect for peers, and builds a strong sense of classroom community through shared creative achievement.

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.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

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.
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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 formal, skillful writing and thoughtful presentation help the student achieve a desirable job?
- How can employing good organizational skills help students achieve personal and group goals previously thought unattainable?
- How can teamwork and collective expression increase respect and solidarity among members of a community?
- How can attention to detail, thorough communication, and cooperation lead to the successful completion of a complicated, challenging group project?
- Why is working hard to see your own writing in print a source of such excitement and pride?

Unit Enduring Understandings:

- Achieving a desirable job requires formal, skillful writing and careful, thoughtful presentation.
- By employing good organizational skills, students can achieve personal and group goals previously thought unattainable.
- Teamwork and collective expression increase respect and solidarity among members of a community.
- Attention to detail, communication, and cooperation are essential for the successful completion of a complicated, challenging group project.
- Regardless of skill and ability, seeing one's work in print as a result of one's own effort is a thrilling accomplishment.

Vocabulary:

- *Academic terminology*: Publication, Editor, Manuscript, Deadline, Layout, Copyediting, Proofreading, Resume, Cover Letter, and Collaboration

Students will be able to:

- Use graphic media to create a cover for class magazine.

- Write a resume geared towards attaining a job in a publishing house.
- Write narratives which employ solid writing practices to achieve a specific narrative goal. Edit peer work for content and grammar.
- Design website and magazine according to goals determined and articulated by a group. Organize class into a working publishing house, including enforcing deadlines, writing stories and poems, collecting work, and reporting delinquencies.

Learning Activities:

- Job Application Simulation
- Staff Interviews and Hiring
- Writer's Workshop
- Editorial Board Meetings
- Magazine Cover Design
- Website Creation (Optional)
- Copyediting Challenge
- Launch Party / Publication Day
- Reflection Journal

Assessment Evidence

Summative Assessments:

- Magazine cover
    - Students will design a cover for our class magazine.

- Resume
    - Student will create a resume for a job at an in-class publishing house

- Day-In-The-Life Narrative

- Students will write a narrative describing the perfect day in the life of someone with the job the student desires in our in-class publishing house.

- Creative Writing Publishing House
  - Students will attain the position and fulfill the responsibilities of a member of our in-class publishing house. Students will create a magazine from conception to completion.

Core Instructional & Supplemental Materials

Student Literary Magazine

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.

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