

Course Overview

Name of Course: **Genres of Writing**

Department: English

Course Summary:

This full year elective course, offered to students in grades 10, 11, 12, provides the opportunity for the beginner writer to explore various forms of creative writing such as essays, short stories, editorials, fables, narratives and poetry. Some or all of the above will be covered depending on the interest and ability of the students in the class. Students will work at their own pace within the class structure and must complete all assignments. Additionally, they must be willing to share their own work and will be encouraged to offer constructive criticism both positive and negative within their classroom community. This course is designed to help the student develop confidence in their writing and speaking skills. Students will also study the works of famous authors and discover technique and figurative language within said works. Those who have an interest in writing on a personal level should take this course.

Course Essential Questions (Big Ideas):

- How does becoming an effective multi-genre writer improve communication skills and the ability to become successful in life.
- How does writing creatively and formally provide a forum for the writer to express an opinion on a sensitive, whimsical or controversial theme that is relevant to or that affects society?
- How can becoming a successful writer earn the author respect within society?
- How does becoming a successful writer aide in building a foundation for college and career readiness?
- How can writing for entertainment be fulfilling as a hobby or a career?

Alignment with New Jersey Student Learning Standards:

NJSLSA Standards W1, W2, W3, W4, W5, W6, W7, W8, W9, W10, R6, R3,R5, R4, RL9

Alignment with 21st Century Life and Careers:

9.1.8.A1-4, 9.1.8.C.3, 9.1.8.D 1-2, 9.1.8.E.4, 9.1.12.E.1, 9.1.4.F.1-2, 9.1.12.F.2

Alignment With Technology Standards

8.1.4.D.1-2, 8.1.8.D.1, 8.1.8.D.3, 8.1.P.E.1, 8.1.2.E.1, 8.1.4.E.1-2, 8.1.8.E.1, 8.1.12.E.1-2, 8.1.P.F.1, 8.1.2.F.1, 8.1.4.F.1, 8.1.8.F.1, 8.1.12.F.1-2

Course Requirements and Major Assignments:

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

PRSD Revision: January 2018

NJ DOE Adopted: May 4, 2016

BOE Approved (revision): April 2018

NJ Standards Adopted by PRSD: September 2017

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write narratives, fictional or nonfictional, to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured events and sequences.
- Write poetry using figurative language to express feelings of passion, emotion, or to reflect life or world issues.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, listening to critique, offering critique or by trying a new approach.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames for a range of tasks, purposes and audiences.
- Use technology (Wordpress Portfolio and Contest Entries), including the internet, to produce and publish writing and to interact and collaborate with others and to present contest entries and summative portfolios.
- Read and comprehend complex literary and informational texts independently or in class with proficiency and with scaffolding as needed.
- Analyze, as an author, how and why individuals, events and ideas develop and interact over the course of reading and writing are used.
- Interpret words and phrases as they are in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.
- Analyze how, as an author, choices are made concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- Apply the recursive writing processes to write in a variety of forms, including but not limited to essay, persuasive, narrative, comparative, analytical, expository, descriptive, plays, short stories, novels and journals.
- Students will use technology to write, edit, research and document writing and writing progression.

Course Unit/Pacing Guide

Unit #	Unit Title/Major Concepts	Duration: Weeks & School Calendar
1	Narratives, real or imagined (fiction and nonfiction.)	9 Weeks

PRSD Revision: January 2018

NJ DOE Adopted: May 4, 2016

BOE Approved (revision): April 2018

NJ Standards Adopted by PRSD: September 2017

2	Argumentative, Explanatory or Informative Writing (Non-Fiction, Formal Writing.)	9 Weeks
3	Writing to Entertain	9 Weeks
4	Writing Figuratively	9 Weeks
5	Independent Writing	From 9 to 36 Weeks as per student

Course Unit 1	
Narratives, Real or Imagined (Fiction and Nonfiction.)	
Date/Duration: 9 Weeks	
NJSLSA Standards: W1, W2, W3, W4, W5, W6, W7, W8, W9, W10, R6, R3,R5, R4, RL9 NJCCCS 21st Century Skills Content Standards(s) addressed: 9.1.8.A1-4, 9.1.8.C.3, 9.1.8.D 1-2, 9.1.8.E.4, 9.1.12.E.1, 9.1.4.F.1-2, 9.1.12.F.2 NJCCCS Technology Content Standard(s) addressed: 8.1.4.D.1-2, 8.1.8.D.1, 8.1.8.D.3, 8.1.P.E.1, 8.1.2.E.1, 8.1.4.E.1-2, 8.1.8.E.1, 8.1.12.E.1-2, 8.1.P.F.1, 8.1.2.F.1, 8.1.4.F.1, 8.1.8.F.1, 8.1.12.F.1-2	
Stage 1: Desired Results	
Transfer	
<i>Students will be able to independently use their learning to:</i> <ul style="list-style-type: none"> To create narratives real or imagined, fiction or nonfiction. 	
Meaning	
Understandings: <ul style="list-style-type: none"> That real or imagined experiences or events can be developed using effective technique, well-chosen details, and well-structured events and sequences. Writing can be strengthened as 	Essential Questions: <ul style="list-style-type: none"> How will students write narratives, fictional or nonfictional, to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured events and sequences?

<p>needed by planning, revising, editing, rewriting and by listening to critique, offering critique or by trying a new approach?</p> <ul style="list-style-type: none"> • Reading and comprehending complex literary and informational texts alone or with the rest of the class helps build proficiency in writing. • The choices made by authors concerning text, structure and order of events are crucial to the success of writing. • An author's interpretation of words and phrases determines technical, connotative, and figurative meanings and word choices shape meaning and tone. 	<ul style="list-style-type: none"> • How will students develop and strengthen writing as needed by planning, revising, editing, rewriting, listening to critique, offering critique or by trying a new approach? • How can students read and comprehend complex literary and informational texts independently or in class with proficiency and with scaffolding as needed? • How can students analyze how, as an author, choices are made concerning how to structure a text, order events within it? • How can students interpret words and phrases as an author when they use them in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone?
Acquisition	
<p>Students will know.....</p> <ul style="list-style-type: none"> • How to develop a real or imagined experience in a narrative that can be fiction or nonfiction. • They can strengthen writing as needed by planning, revising, editing, rewriting and by listening to critique, offering critique or by trying a new approach. • That reading and comprehending complex literary and informational texts alone or with others helps build proficiency in writing. • The choices made by student authors concerning text, structure and order of events are crucial to the success of writing. • The interpretation of an author's words and phrases determines technical, connotative, and figurative meanings and word choices shape meaning and tone. 	<p>Students will be able to....</p> <ul style="list-style-type: none"> • Develop a real or imagined experience in a narrative that can be fiction or nonfiction. • Strengthen writing as needed by planning, revising, editing, rewriting and by listening to critique, offering critique or by trying a new approach. • Gain awareness by understanding that reading and comprehending complex literary and informational texts alone or with others helps build proficiency in writing. • Understand choices made by student authors concerning text, structure and order of events are crucial to the success of writing. • Interpret an author's words and phrases to determine technical, connotative, and figurative meanings and know that word choices shape meaning and tone.

Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
Performance Tasks: <ul style="list-style-type: none"> • Write personal narratives effectively • Write nonfiction pieces effectively. • Use figurative language, style, structure, tone and grammar correctly in writing. • Generate catharsis within the audience. • Proudly present, defend and explain writing and it's process to peers and teacher. • Writing journals. 	Other Evidence: <ul style="list-style-type: none"> • Grading Rubrics • Posting on Wordpress • Student generated discussion and critical analysis. • Entry into Writing contests. • Editing and rewriting.
Stage 3- Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<ul style="list-style-type: none"> • Write personal narratives effectively. Students will read sample College Essays, discuss and use the “take me there” approach focusing on “less is more.” Throughout the course students will write a variety of narratives in addition to the college essay. • Write nonfiction pieces effectively. Students will read sample nonfiction writing and complete assigned work after discussion of topic choice and sample pieces. • Use figurative language, style, structure, tone and grammar correctly in writing. Students will study effective use of figurative language and practice identifying within writing and using it themselves within writing. • Generate catharsis within the audience. This process can be demonstrated while sharing work in the classroom. It is sharing among fellow students that is the best example of catharsis. Students will be able to model or understand Catharsis by feeling it themselves. This will make a student thrive to achieve the cathartic effect. • Proudly present, defend and explain writing and it's process to peers and teacher. Students will learn to accept and give both positive and negative criticism. Work will be shared in “coffee house” style. Such a setting will encourage students to feel comfortable as part of their Creative Writing community. Sharing will also generate discussion about work. All of this will lead to writing the final draft. • Publish work on Wordpress. Each student will practice publishing work on Wordpress. At the end of the WP will serve as a student portfolio for their final benchmark. 	

- Submit to various writing competition for prizes or publication.

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At-Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Specific Resources for Unit

- Teen Ink-Web stie <http://www.teenink.com/>
- Writing by Doing: Learning to Write Effectively
- English Writing and Language Skills
- Developing Writing Skills
- Rain Steam and Speed - Gerald Fleming, Meredith Pike-Baky
- Write like Hemingway - R. Andrew Wilson, PHD
- Ernest Hemingway on Writing - Larry W. Phillips, Editor

General Resources for Course

- Use the internet to find samples of fictional and non fictional narratives.
- Sample College Essays from prior students.

Course Unit 2

Unit Title: Argumentative, Explanatory or Informative Writing, Nonfiction (Formal Writing)

Date/Duration: 9 Weeks

NJSLSA Standard: W1, W2, W3, W4, W5, W6, W7, W8, W9, W10, R6, R3,R5, R4, RL9
NJCCCS 21st Century Skills Content Standards(s) addressed:
9.1.8.A1-4, 9.1.8.C.3, 9.1.8.D 1-2, 9.1.8.E.4, 9.1.12.E.1, 9.1.4.F.1-2, 9.1.12.F.2
NJCCCS Technology Content Standard(s) addressed:
8.1.4.D.1-2, 8.1.8.D.1, 8.1.8.D.3, 8.1.P.E.1, 8.1.2.E.1, 8.1.4.E.1-2, 8.1.8.E.1, 8.1.12.E.1-2,
8.1.P.F.1, 8.1.2.F.1, 8.1.4.F.1, 8.1.8.F.1, 8.1.12.F.1-2

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

Format and write argumentative, explanatory or informative writing, nonfiction (Formal Writing).

Meaning

Understandings:

- Informative/explanatory texts can be examined and written to convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Arguments support claims in an analysis of substantive topics or texts, using valid reasoning and relevant

Essential Questions:

- How will students write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content?
- How will students write arguments to support claims in an analysis of substantive topics or texts, using valid

<p>and sufficient evidence?</p> <ul style="list-style-type: none"> • Draw evidence from literary or informational texts supports analysis, reflection, and research. • Reading and comprehending complex literary and informational texts independently or in class with proficiency is crucial to successful writing. • Interpretation of words and phrases by the author are critical when using them in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning and tone. 	<p>reasoning and relevant and sufficient evidence?</p> <ul style="list-style-type: none"> • How can students draw evidence from literary or informational texts to support analysis, reflection, and research? • Read and comprehend complex literary and informational texts independently or in class with proficiency and with scaffolding as needed? • How can students interpret words and phrases as an author when they use them in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone?
Acquisition	
<p>Students will know.....</p> <ul style="list-style-type: none"> • Examination of will reveal that they are written to convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content • In the analysis of substantive topics or texts it is necessary to use valid reasoning and relevant and sufficient evidence? • Drawing evidence from literary or informational texts supports analysis, reflection, and research. • Proficient reading and comprehending complex literary and informational texts independently or in class is crucial to successful writing. • Interpretation of words and phrases by the author are critical when using them in a text, including The determination of technical, 	<p>Students will be able to....</p> <p>Organize informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content?</p> <p>Create arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence?</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research?</p> <p>Comprehend complex literary and informational texts independently or in class with proficiency and with scaffolding as needed?</p> <p>Interpret words and phrases as an author when they use them in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone?</p>

<p>connotative, and figurative meanings, and analyzing how specific word choices shape meaning and tone are critical to writing.</p>	
<p>Stage 2-Assessment Evidence</p>	
<p><i>Students will show their learning by...</i></p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Classroom discussions • Daily writing assignments • Various responses to readings • Journal writing. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Grading Rubrics • Posting on Wordpress • Student generated discussion and critical analysis. • Entry into Writing contests. • Editing and rewriting.
<p>Stage 3- Learning Plan</p>	
<p><i>Summary of Key Learning Events and Instruction</i></p>	
<ul style="list-style-type: none"> • Introductions to argumentative, explanatory or informative Essay (Nonfiction, Formal Writing.) • Practice argumentative, explanatory or informative essays written in response to select readings. Editorials may also be used. • Close reading/examination of various sources for essays. • Peer editing and group discussion. • Individual writing conferences. • Journal assignments. • Introductions to authors' lives and times. 	
<p>Recommended Accommodations and Modifications</p>	
<p>ELL:</p> <ul style="list-style-type: none"> • Work toward longer passages as skills in English increase • Use visuals • Introduce key vocabulary before lesson • Provide peer tutoring • Use a strong student as a “buddy” (does not necessarily have to speak the primary language) <p>Special Education:</p>	

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Specific Resources for Unit

- Common Sense by Thomas Paine
- How to Read a Paragraph and beyond by Dr. Richard Paul and Dr. Linda Elder
- A Reader for College Writers Selected Readings
- Readings for Writers Selected Readings
- The Riverside Reader Selected Readings
- Select readings by William Shakespeare
- A Modest Proposal by Jonathan Swift
- Self-Reliance by Ralph Waldo Emerson
- How the Superwoman Myth Puts Women Down by Sylvia Rabiner
- I Have a Dream by Martin Luther King, JR
- A New Control of Destiny by Margaret Mead
- A Vindication of the Rights of Woman by Mary Wollstonecraft
- Women and the Future of Fatherhood by Barbara Dafoe Whitehead
- Walden by Henry David Thoreau
- Narrative of the Life of Frederick Douglass by Frederick Douglass
- Shooting an Elephant by George Orwell
- The Red Candle by Amy Tan
- The Selfish Giant By Oscar Wilde
- Digging by Andre Dubus

Examples may be changed based on the interest and ability of the group.

General Resources for Course

- A Reader for College Writers
- Readings for Writers
- The Riverside Reader
- How to Read a Paragraph and beyond by Dr. Richard Paul and Dr. Linda Elder
- Select articles/cartoons/artwork from The New Yorker, New York Times or other publications.
- Far Side, Calvin and Hobbes, Peanuts, and other applicable cartoons
- Internet websites
- Short clips of music/videos/speeches which to help to support the daily readings

Course Unit 3

Unit Title: Writing to Entertain

Date/Duration: 9 Weeks

NJSLA Standards W1, W2, W3, W4, W5, W6, W7, W8, W9, W10, R6, R3,R5, R4, RL9
NJCCCS 21st Century Skills Content Standards(s) addressed:
 9.1.8.A1-4, 9.1.8.C.3, 9.1.8.D 1-2, 9.1.8.E.4, 9.1.12.E.1, 9.1.4.F.1-2, 9.1.12.F.2
NJCCCS Technology Content Standard(s) addressed:
 8.1.4.D.1-2, 8.1.8.D.1, 8.1.8.D.3, 8.1.P.E.1, 8.1.2.E.1, 8.1.4.E.1-2, 8.1.8.E.1, 8.1.12.E.1-2,
 8.1.P.F.1, 8.1.2.F.1, 8.1.4.F.1, 8.1.8.F.1, 8.1.12.F.1-2

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- Write for the purpose of entertaining an audience. This will include one-act plays, short stories or novel units.

Meaning

Understandings:

- Short stories, plays and novels can reflect universal themes and entertain an audience?

Essential Questions:

- How will students write short stories, plays and novels that reflect universal themes and entertain an audience?

<ul style="list-style-type: none"> • Students can draw evidence from literary or informational texts to support analysis, reflection, and research? • Students who write routinely over extended time frames for a range of tasks, purposes and audiences will develop and strengthen writing as needed by planning, revising, editing, rewriting, listening to critique or by trying a new approach. • Students who analyze author's choices when constructing a piece and interpret words and phrases as an author when they use them in a text, will determine technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone. 	<ul style="list-style-type: none"> • How can students draw evidence from literary or informational texts to support analysis, reflection, and research? • How can students write routinely over extended time frames for a range of tasks, purposes and audiences and develop and strengthen writing as needed by planning, revising, editing, rewriting, listening to critique or by trying a new approach? • How can students analyze author's choices when constructing a piece and interpret words and phrases as an author when they use them in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone?
Acquisition	
<p>Students will know.....</p> <ul style="list-style-type: none"> • Short stories, plays and novels can reflect universal themes and entertain an audience. • Evidence can be drawn from literary or informational texts to support analysis, reflection, and research? • Writing routinely over extended time frames for a range of tasks, purposes and audiences will develop and strengthen writing as needed by planning, revising, editing, rewriting, listening to critique or by trying a new approach. • Analyzing author's choices when constructing a piece and interpret words and phrases as an author when they use them in a text, will determine technical, connotative, and 	<p>Students will be able to....</p> <p>Create short stories, plays and novels that reflect universal themes and entertain an audience.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Improve by writing routinely over extended time frames for a range of tasks, purposes and audiences and develop and strengthen writing as needed by planning, revising, editing, rewriting, listening to critique or by trying a new approach.</p> <p>Analyze author's choices when constructing a piece and interpret words and phrases as an author when they use them in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and</p>

<p>figurative meanings, and analyze how specific word choices shape meaning and tone.</p>	<p>tone.</p>
<p>Stage 2-Assessment Evidence</p>	
<p><i>Students will show their learning by...</i></p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • The creation of an original One-act Play. • The creation of an original fable. • The creation of an original short story. • Creating an original storyboard. • Creating an original short story diagram. • Create strong Characters. • The inclusion of figurative writing each original piece. • Offering honest critical analysis to peers. • Share writing verbally with others. • Use critical analysis of work to edit and improve. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Grading Rubrics • Posting on Wordpress • Student generated discussion and critical analysis. • Entry into Writing contests. • Editing and rewriting.
<p>Stage 3- Learning Plan</p>	
<p><i>Summary of Key Learning Events and Instruction</i></p>	
<ul style="list-style-type: none"> • Read sample of One-Act Plays, short stories or novel units for modeling. Look at form, structure, conflict and theme. • Analysis of the structure of a short story, play or novel unit. • Use vocabulary words to enhance theme, setting, imagery and character development. • Create Characters, setting, plot while writing creatively. • Create a storyboard based on the plot of the play, short story or novel until • Present story -board and ideas for the play, short story or novel unit. • Perform a Readers Theatre Production of each student written play by the class,for the class. • Critique each One-Act play, short story or novel unit. Criticism presented by Peers and Instructor. 	

- Design a short story diagram for personal student writing
- Create and identify conflict within the personal story, play or novel unit.
- Write character descriptions of each character; identify the protagonist and antagonist in the story.
- Practice use of figurative language in the short story, play or novel unit.

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Specific Resources for Unit

- Notes of Playwriting from Dodge Foundation Teacher and Playwrights Project.
- Original Student Works from prior years.
- Aesop’s Fables - Dr. Albert Cullum
- A variety of short stories from the Anthology.(Students will select four of different ilk and study structure before writing their own.

- Sample storyboards from previous years.
- Work sheets that will help generate the development of character, plot, setting, conflict and theme.
- Lemon Brown- Walter Dean Myers, Short Story.
- The Lottery - Shirley Jackson Short Story and movie.
- Marigolds -Eugenia Collier, Short Story.
- Story of an Hour - Kate Chopin, Short Story.
- An Occurrence at Owl Creek Bridge- Ambrose Bierce, Short Story.
- Write like Hemingway - R. Andrew Wilson, PHD
- Ernest Hemingway on Writing - Larry W. Phillips, Editor

Short Stories may change based on ability and interest of the students.

General Resources for Course

- Variety of Sample One-Act Plays
- Drama Source Book – Terms, form and structure of the play.
- Discovering Genre: Short Story Edited by Mary C. Beardsley
- Samples of Short Stories from textbooks and classic authors.

Course Unit 4

Unit Title: Writing Figuratively

Date/Duration: 9 Weeks

NJSLA Standards: W1, W2, W3, W4, W5, W6, W7, W8, W9, W10, R6, R3,R5, R4, RL9

NJCCCS 21st Century Skills Content Standards(s) addressed:

9.1.8.A1-4, 9.1.8.C.3, 9.1.8.D 1-2, 9.1.8.E.4, 9.1.12.E.1, 9.1.4.F.1-2, 9.1.12.F.2

NJCCCS Technology Content Standard(s) addressed:

8.1.4.D.1-2, 8.1.8.D.1, 8.1.8.D.3, 8.1.P.E.1, 8.1.2.E.1, 8.1.4.E.1-2, 8.1.8.E.1, 8.1.12.E.1-2, 8.1.P.F.1, 8.1.2.F.1, 8.1.4.F.1, 8.1.8.F.1, 8.1.12.F.1-2

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to: Include figurative language within prose or poetry to create mood or catharsis, or for creating description or imagery.

Meaning	
<p>Understandings:</p> <ul style="list-style-type: none"> • How writing poetry or prose using figurative language to express feelings of, passion, emotion, life or world issues is powerful. • That developing and strengthening writing as needed by planning, revising, editing, rewriting, listening to critique or by trying a new approach is necessary for success. • It is necessary to analyze how, as an author, choices are made concerning how to structure a text, including using figurative language for the creation of description, imagery, catharsis or mood. • Words and phrases are used by the author to determine technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone are necessary elements of writing. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How will students write poetry or prose using figurative language to express feelings of, passion, emotion, life or world issues? • How will students develop and strengthen writing as needed by planning, revising, editing, rewriting, listening to critique or by trying a new approach? • How can students analyze how, as an author, choices are made concerning how to structure a text, including using figurative language for the creation of description, imagery, catharsis or mood? • How can students interpret words and phrases as an author when they use them in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone?
Acquisition	
<p>Students will know.....</p> <ul style="list-style-type: none"> • Writing poetry or prose using figurative language to express feelings of, passion, emotion, life or world issues is powerful. • Developing and strengthening writing as needed by planning, revising, editing, rewriting, listening to critique or by trying a new approach is necessary for success. • Analyzing how, as an author, choices are made concerning how to structure a text, including using figurative language for the creation of description, imagery, catharsis or mood. 	<p>Students will be able to.... Write poetry or prose using figurative language to express feelings of, passion, emotion, life or world issues.</p> <ul style="list-style-type: none"> • Develop and strengthen writing as needed by planning, revising, editing, rewriting, listening to critique or by trying a new approach. • Analyze how, as an author, choices are made concerning how to structure a text, including using figurative language for the creation of description, imagery, catharsis or mood? • Interpret words and phrases as an author when they use them in a text,

<ul style="list-style-type: none"> Interpreting words and phrases as an author when they using them in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone are necessary elements of writing. 	<p>including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone?</p>
--	---

Stage 2-Assessment Evidence

Students will show their learning by...

Performance Tasks:

- The completion of a series of original poems.
- The inclusion of figurative writing in all Creative pieces.
- Offering honest critical analysis to peers.
- Share writing verbally with others.
- Use critical analysis of work to edit and improve.

Other Evidence:

- Grading Rubrics
- Posting on Wordpress
- Student generated discussion and critical analysis.
- Entry into Writing contests.
- Editing and rewriting.

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

- Read and Write Original: Haiku, acrostic, cinquain, limerick, ballad, free verse, theme, quality and one sentence poems etc.
- Keep a portfolio of poetry related to work.
- Keep a portfolio of original work.
- Incorporate visual aids for related poems.
- Incorporate figures of speech into original poetry and identify theme classic and contemporary poetry.
- Read samples of theme based poetry and analyze.
- Practice oral recitation and interpretation of poetry.
- Any and all styles of poetry that the teacher wishes to introduce.
- Listen and analyze work of students and contemporary or traditional writings.
- Use personal poetry as an example for student writing.
- Use figurative language in short stories, plays and novels.
- Read sample of One-Act Plays, short stories or novel units for modeling. Look at form, structure, conflict and theme.

- Analysis of the structure of a short story, play or novel unit.
- Use vocabulary words to enhance theme, setting, imagery and character development.
- Create Characters, setting, plot while writing creatively.
- Create a storyboard based on the plot of the play, short story or novel until
- Present story -board and ideas for the play, short story or novel unit.
- Perform a Readers Theatre Production of each student written play by the class,for the class.
- Critique each One-Act play, short story or novel unit. Criticism presented by Peers and Instructor.
- Design a short story diagram for personal student writing
- Create and identify conflict within the personal story, play or novel unit.
- Write character descriptions of each character; identify the protagonist and antagonist in the story.
- Practice use of figurative language in the short story, play or novel unit.

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations

- Propose interest-based extension

Specific Resources for Unit

- Test Literature and Language Blue Level
- Treasure of American Poetry, Nancy Sullivan Editor
- Book of Handouts
- Your Turn, 33 Lessons in Poetry by J. Weston Walsh
- Poetry from A to Z by Paul B. Janeczko
- Explore Poetry by Donald H. Graves
- Scholastic Rhyming Dictionary by Sue Young
- A Light In the Attic by Shel Silverstein
- Where the Sidewalk Ends by Shel Silverstein
- A World of Poetry by Michael Rosen
- Discovering Genre: Poetry – Prestwich House Editor
- Getting the Knack: 20 Poetry Writing Exercises - Stephen Dunning and William Stafford
- Reading and Writing Poetry with Teenagers - Fredric Lown and Judith W, Steinbergh
- Jump Write In! Judith Tannenbaum and Valerie Chow Bush
- Good Poems American Places - Garrison Keillor
- Teen Ink-Web stie <http://www.teenink.com/>
- Write like Hemingway - R. Andrew Wilson, PHD
- Ernest Hemingway on Writing - Larry W. Phillips, Editor

General Resources for Course

- Copies of specific poems as example
- Teacher generated handouts with instructions and samples. Will be attached to lesson plans.

Course Unit 5	
Unit Title: Writing Independently	
Date/Duration: From 1 to 36 Weeks Depending on Individual Student.	
NJSLS Standards: W1, W2, W3, W4, W5, W6, W7, W8, W9, W10, R6, R3,R5, R4, RL9 NJCCCS 21st Century Skills Content Standards(s) addressed: 9.1.8.A1-4, 9.1.8.C.3, 9.1.8.D 1-2, 9.1.8.E.4, 9.1.12.E.1, 9.1.4.F.1-2, 9.1.12.F.2 NJCCCS Technology Content Standard(s) addressed: 8.1.4.D.1-2, 8.1.8.D.1, 8.1.8.D.3, 8.1.P.E.1, 8.1.2.E.1, 8.1.4.E.1-2, 8.1.8.E.1, 8.1.12.E.1-2, 8.1.P.F.1, 8.1.2.F.1, 8.1.4.F.1, 8.1.8.F.1, 8.1.12.F.1-2	
Stage 1: Desired Results	
Transfer	
<i>Students will be able to use their writing to learn to: Write Independently</i>	
Meaning	
Understandings: <ul style="list-style-type: none"> Students who have already taken Genres of writing 1 can take their writing to the next level. Students can develop and strengthen writing as needed by expanding concepts and by attempting more difficult writing challenges. Students can draw evidence from literary or informational texts to support analysis,reflection, and research. Students interpret words and phrases as an author when they use them in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices create a higher level of writing. 	Essential Questions: <ul style="list-style-type: none"> How can students who have already taken Genres of writing 1 take their writing to the next level? How will students develop and strengthen writing as needed by expanding concepts and by attempting more difficult writing challenges. How can students draw evidence from literary or informational texts to support analysis,reflection, and research? How can students interpret words and phrases as an author when they use them in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices create a higher level of writing?

Acquisition	
Students will know..... <ul style="list-style-type: none"> Developing and strengthening writing as needed by expanding concepts and attempting more difficult writing challenges will take them to the next level. Draw evidence from literary or informational texts to support analysis, reflection, and research will enhance writing. Interpreting words and phrases as an author when using them in a text, including determining technical, connotative, and figurative meanings creates a higher level of writing. 	Students will be able to.... <ul style="list-style-type: none"> Take their writing to the next level. Develop and strengthen writing as needed by expanding concepts and attempting more difficult writing challenges. Draw evidence from literary or informational texts to support analysis, reflect honestly, and research. Interpreting words and phrases as an author through text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices create a higher level of writing.
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
Performance Tasks: <ul style="list-style-type: none"> Will be different for each student depending on what they chose to write. Choices could be advanced poetry, Children's books, plays, short stories or novels. Class discussion and critique for revision and feedback. 	Other Evidence: <ul style="list-style-type: none"> Student generated grading Rubrics Posting on Wordpress Student generated discussion and critical analysis. Entry into Writing contests. Editing and rewriting.
Stage 3- Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<p>Students can pick an independent writing project each marking period. They must set their own goals and hand them in. They must create their own grading rubric. They must include a self assessment at the end of each marking period.</p>	

Projects can range from poetry or short short story anthologies to writing chapters of a novel. Students may also write one-plays or work on a full length play. Students may also write and illustrate a children's book. Students may also consider selecting a cause to lobby for. They may want to get involved in using writing to make a difference in the world. Students may also chose to get involved with Poetry aloud. Students will also be encouraged to enter writing contests.

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Specific Resources for Unit

- Test Literature and Language Blue Level
- Treasure of American Poetry, Nancy Sullivan Editor
- Book of Handouts
- Your Turn, 33 Lessons in Poetry by J. Weston Walsh

- Poetry from A to Z by Paul B. Janeczko
- Explore Poetry by Donald H. Graves
- Scholastic Rhyming Dictionary by Sue Young
- A Light In the Attic by Shel Silverstein
- Where the Sidewalk Ends by Shel Silverstein
- A World of Poetry by Michael Rosen
- Discovering Genre: Poetry – Prestwich House Editor
- Getting the Knack: 20 Poetry Writing Exercises - Stephen Dunning and William Stafford
- Reading and Writing Poetry with Teenagers - Fredric Lown and Judith W, Steinbergh
- Jump Write In! Judith Tannenbaum and Valerie Chow Bush
- Good Poems American Places - Garrison Keillor
- Teen Ink-Web stie <http://www.teenink.com/>
- Write like Hemingway - R. Andrew Wilson, PHD
- Ernest Hemingway on Writing - Larry W. Phillips, Editor

General Resources for Course

The internet.

Writing references of their choice.