

Unit 1: Literary Nonfiction

Content Area: **English**
Course(s): **Generic Course, ENGLISH I**
Time Period: **Generic Time Period**
Length: **4 weeks**
Status: **Published**

Standards

LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.3.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.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.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).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Production and Distribution of Writing

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.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).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

Concepts

Essential Questions

Why do we write?

What do you want to get out of creative writing?

How does the writer's perspective impact a piece of writing?

Understandings

Plot structure

Characterization

Personal Experience

Theme

Critical Knowledge and Skills

Knowledge

Students will know:

What literary nonfiction is, the different types, and how it is constructed.

Skills

Students will be able to:

Analyze literary nonfiction for authors intent and purpose

Create their own piece of literary nonfiction

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Analysis worksheets

Discussions

First Draft of literary nonfiction

School Summative Assessment Plan

Final Project packet to include work of Literary Nonfiction, writing, workshop, conference, and revision

checklists.

Primary Resources

"Aha Moment" by Julia Alvarez

"My Dad Tried to Kill Me with an Alligator" by Harrison Scott Key

Supplementary Resources

Literary nonfiction handout

Brainstorming worksheet

Peer Workshop worksheet

Revision checklist

Writer's checklist

Conference checklist

Final Project checklist

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - When researching data, students might be asked to reflect on various statistical projections and, at times, perform basic mathematical functions in order to learn something new.

SCIENCE - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

SOCIAL STUDIES - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

WORLD LANGUAGES - Students may encounter specific words responsible for shaping the way a certain population views the world that do not come from their first language.

VISUAL/PERFORMING ARTS - Because the arts make up such a large part of our everyday lives, whether it be in the form of music, film, drama, etc..., students may find themselves, by way of selected non-fiction, reading claims regarding cultural trends and the arts.

APPLIED TECHNOLOGY - Students will utilize various technological tools in the class to build presentations and/or collaborate.

BUSINESS EDUCATION - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

GLOBAL AWARENESS - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

Learning Plan / Pacing Guide

Unit 1

Literary Nonfiction

Timeline Activities

Resources

Introduction to creative writing (1-2 Creative Writing handout days):

Week 1 Introduction to what creative writing means

Creative Writing class
“syllabus”

Introduction to course structure and plan

Class discussion about why “we

“What are we doing here”

write” and what the students are hoping to gain from taking the course

handout/survey

Finding yourself as a writer (2-3 days): Students will complete questionnaires and surveys to help determine personality traits, likes and dislikes (some broad topic, others with particular focus on literature preferences) to provide a “jumping-off point” for both the class ice breakers and for beginning their writing.

Personality survey

Likes and dislikes survey

Class Ice breakers

Class atmosphere building (1-2 days):

Students will engage in “ice breakers” and other games to get to know each other and to feel comfortable with classmates (students will need this comfort since they will be working to help each other brainstorm, workshop, and revise on each project)

Introduction to literary nonfiction (1 day):

Introduce students to literary nonfiction

Literary Nonfiction handout

Engage in class discussion of previous knowledge regarding literary nonfiction and create goals (together) for what they will learn to transfer to their writing

"Aha Moment" by Julia Alvarez

Week 2

Study literary nonfiction (4 days): Analyze author’s intent, audience, story construction

"My Dad Tried to Kill Me with an Alligator" by Harrison Scott Key

Study "Aha Moment" and "My Dad Tried to Kill Me with an Alligator" as a class

Write literary nonfiction:

Nonfiction Brainstorming worksheet

Week 3

Brainstorm and write (2-3 days)

Workshop/revise/edit (1-2 days)

Peer Workshop worksheet

Finalize piece and submit a first

draft (1 day)

Writer's checklist

Major Revision Week:

Teacher conference checklist

Conference with teacher to revise
nonfiction piece (1-2 days)

Peer revision sheet

Week 4

Workshop revisions with
classmates (1-2 days)

Finalize piece for submission (1-2
days)

Final Project checklist

Unit 2: Poetry

Content Area: **English**
Course(s): **Generic Course, ENGLISH I**
Time Period: **Generic Time Period**
Length: **3 weeks**
Status: **Published**

Standards

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.SL.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.

LA.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Life Literacies & Key Skills

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Transfer Goals and Career Ready Practices

Transfer Goals

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Concepts

Essential Questions

How does a writer express ideas through poetry?

How are literary devices used to express deeper meaning and ideas?

Understandings

Literary Devices

Figurative Language

Structure

Meaning

Theme

Rhyme

Meter

Critical Knowledge and Skills

Knowledge

Students will know:

The various types of poems and their structures including rhyme scheme and meter

Literary devices and their definitions

Figurative language and how it is used to convey meaning

Skills

Students will be able to:

Analyze structure and meaning of poetry

Identify types of poems based on message, theme, and structure

Create poems that use literary devices and figurative language

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Analysis worksheets

Discussion

Drafts of poems

School Summative Assessment Plan

Final Project Packet to include Final Drafts of Poems, writers, workshop, conference, and revision checklists

Primary Resources

"I Hear America Singing" by Walt Whitman

"Requiem" by Robert Louis Stevenson

Excerpt from *Paradise Lost* by John Milton

Excerpts from *The Iliad* and *The Odyssey* by Homer

Excerpt from *The Rime of the Ancient Mariner* by Samuel Taylor Coleridge

Haikus by Matsuo Basho

"The Passionate Shepherd to His Love" by Christopher Marlowe

"Sonnet 227" by Petrarch

"Sonnet 118" by Shakespeare

"O, Captain! My Captain" by Walt Whitman

"Ode on a Grecian Urn" by John Keats

"Book of Nonsense Limerick 91" by Edward Lear

"Because I Could Not Stop for Death" by Emily Dickinson

"A Hard Rain's a Gonna Fall" by Bob Dylan

Hamlet's "To Be or Not To Be" Soliloquy from *Hamlet* by Shakespeare

"Do Not Go Gentle Into That Good Night" by Dylan Thomas

Supplementary Resources

Poetry Handouts

Brainstorming worksheet

Peer workshop worksheet

Revision checklist

Writer's checklist

Conference checklist

Final project checklist

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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● One to One Student's laptop

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Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - When researching data, students might be asked to reflect on various statistical projections and, at times, perform basic mathematical functions in order to learn something new.

SCIENCE - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and

news.

SOCIAL STUDIES - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

WORLD LANGUAGES - Students may encounter specific words responsible for shaping the way a certain population views the world that do not come from their first language.

VISUAL/PERFORMING ARTS - Because the arts make up such a large part of our everyday lives, whether it be in the form of music, film, drama, etc..., students may find themselves, by way of selected non-fiction, reading claims regarding cultural trends and the arts.

APPLIED TECHNOLOGY - Students will utilize various technological tools in the class to build presentations and/or collaborate.

BUSINESS EDUCATION - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

GLOBAL AWARENESS - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

Learning Plan / Pacing Guide

Unit 2

Poetry

Timeline	Activities	Resources
Week 1	Introduction to poetry (1 day):	
	Introduce poetry	Introduction to Poetry handout
	Discuss prior knowledge of poems	
	Mini-lesson on types of poems and poetic structure	Mini-lesson reference sheet
	Study Poetry (4 days):	
	Literary devices (metaphor, imagery, simile)	
	Structure (meter, rhyme scheme)	List of Poem Examples By Type
	Types (15): All types will be discussed, specific selected poems will come	

from list of examples

Brainstorming worksheet

Write Poetry:

Week 2
Brainstorm (1-2 days)
Workshop/Revise/Edit (1-2 days)
Finalize and submit (1-2 days)

Peer workshop
worksheet

Major Revision Week:

Writer's checklist
Teacher conference
checklist

Week 3
Conference with teacher to revise nonfiction piece (1-2 days)
Workshop revisions with classmates (1-2 days)
Finalize piece for submission (1-2 days)

Peer revision sheet

Final Project checklist

UNIT 3: Graphic Novel/Comic Strip

Content Area: **English**
Course(s): **Generic Course, ENGLISH I**
Time Period: **Generic Time Period**
Length: **3 weeks**
Status: **Published**

Standards

LA.RL.11-12.5	Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.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.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Life Literacies & Key Skills

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writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

Concepts

Essential Questions

How can pictures impact the telling of a story?

Why might a writer choose a graphic medium to tell a story?

How do the words chosen for a graphic novel convey the writer's intent and ideas?

Understandings

Audience

Purpose

Word Choice

Theme

Critical Knowledge and Skills

Knowledge

Students will know:

What a graphic novel is

What a comic strip is

The difference between a graphic novel and comic strip

Skills

Students will be able to:

Analyze illustrations to infer ideas

Decipher the meaning of complex words through context clues

Create their own graphic novel and/or comic strip

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Analysis worksheets

Discussion

Draft of graphic novel and/or comic strip

School Summative Assessment Plan

Final project packet to include final draft of graphic novel and/or comic strip as well as writer's, peer workshop, conference, and revision checklists

Primary Resources

Excerpts from *Persepolis*

Excerpts from *Watchmen*

Supplementary Resources

Graphic Novel handouts

Comic Strip handouts

Brainstorming worksheet

Peer workshop worksheet

writer's checklist

revision checklisit

conference checklist

Fina project checklist

Technology Integration and Differentiated Instruction

Technology Integration

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Learning Plan / Pacing Guide

Unit 3

Graphic Novel/Comic Strip

Timeline	Activities	Resources
Week 1	Introduction to graphic novels and comic strips (1 day):	Introduction to Graphic novels and Comic Strips handout
	Introduce students to graphic novels and comic strips	
	Discuss prior knowledge	Excerpt from Watchmen
	Discuss differences between graphic novels and comic strips	Excerpt from Persepolis
	Discuss merit as a literary vehicle	
	Study graphic novel and comic strips (4 days):	“Calvin and Hobbes” comic strips

Excerpt from Persepolis

Excerpt from Watchmen

“Calvin and Hobbes” comic strips

Write Graphic Novel or Comic Strip:

Brainstorming worksheet

Week 2

Brainstorm (1-2 days)

Workshop/Revise/Edit (1-2 days)

Peer Workshop worksheet

Finalize and submit (1-2 days)

Writer’s checklist

Major Revision Week:

Teacher conference checklist

Week 3

Conference with teacher to revise nonfiction piece
(1-2 days)

Peer revision sheet

Workshop revisions with classmates (1-2 days)

Finalize piece for submission (1-2 days)

Final Project checklist

UNIT 4: One-Act Drama

Content Area: **English**
Course(s): **Generic Course, ENGLISH I**
Time Period: **Generic Time Period**
Length: **3 weeks**
Status: **Published**

Standards

LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.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).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

Concepts

Essential Questions

How does characterization occur in drama?

Why is staging important to help convey meaning?

Understandings

Characterization

Plot Structure

Staging/Stage Direction

Critical Knowledge and Skills

Knowledge

Students will know:

The structure of drama

How an author uses characterization in drama

Skills

Students will be able to:

Analyze works of drama for characterization, theme, and plot structure

Create one-act works of drama

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Analysis worksheets

Discussion

Draft of One-Act Play

School Summative Assessment Plan

Final Project packet to include final draft of One-Act Play as well as writer's, peer workshop, conference, and revision checklists

Primary Resources

Pictures by Horace Holley

Battle of the Bards by Theocritus

Supplementary Resources

Drama handouts

Brainstorming worksheet

Peer workshop worksheet

Writer's checklist

Conference checklist

Revision checklist

Final Project checklist

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

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Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

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All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - When researching data, students might be asked to reflect on various statistical projections and, at times, perform basic mathematical functions in order to learn something new.

SCIENCE - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

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WORLD LANGUAGES - Students may encounter specific words responsible for shaping the way a certain

population views the world that do not come from their first language.

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APPLIED TECHNOLOGY - Students will utilize various technological tools in the class to build presentations and/or collaborate.

BUSINESS EDUCATION - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

GLOBAL AWARENESS - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

Learning Plan / Pacing Guide

Unit 4

One-Act Plays

Timeline Activities

Intro One-Act plays (1 day):

Introduce drama, specific focus on One-Acts

Discuss prior knowledge

Discuss format, staging, stage direction, and structure

Week 1

Study and analyze (4 days):

“Battle of the Bards”

“Pictures”

Write a One-Act:

Brainstorm (1-2 days)

Week 2

Workshop/Revise/Edit (1-2 days)

Finalize and submit (1-2 days)

Resources

One-Act handout

“Battle of the Bards” by Theocritus

“Pictures” by Horace Holley

Brainstorming worksheet

Peer Workshop worksheet

Writer's checklist
Teacher conference checklist

Major Revision Week:

Week 3
Conference with teacher to revise nonfiction piece (1-2 days)
Workshop revisions with classmates (1-2 days)
Finalize piece for submission (1-2 days)

Peer revision sheet

Final Project checklist

UNIT 5: Short Fiction

Content Area: **English**
Course(s): **Generic Course, ENGLISH I**
Time Period: **Generic Time Period**
Length: **5 weeks**
Status: **Published**

Standards

LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author’s choices 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).
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.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).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

Concepts

Essential Questions

How do the various elements of writing affect a piece of short fiction?

How does a reader determine the quality of a piece of short fiction?

Understandings

Plot Structure

Literary Devices

Characterization

Audience

Purpose

Theme

Critical Knowledge and Skills

Knowledge

Students will know:

Several genres of short fiction

Plot structure

Literary Devices and figurative language

Skills

Students will be able to:

Analyze short fiction for theme, characterization, and plot structure

Analyze and discuss what makes a piece of short fiction engaging and successful

Create a piece of short fiction

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Analysis worksheets

Discussion

Draft of short fiction

School Summative Assessment Plan

Final project packet to include piece of short fiction as well as writer's, peer workshop, conference, and revision checklists

Primary Resources

"The Purloined Letter" by Edgar Allan Poe

"The Emperor's New Clothes" by Hans Christian Anderson

Aesop's Fables

"The Necklace" by Guy de Maupassant

"Number 13" by M.R. James

"The Landlady" by Roald Dahl

"To Build a Fire" by Jack London

"Bliss" by Katherine Mansfield

"The Man Who Could Work Miracles" by H.G. Wells

"Old Man at the Bridge" by Ernest Hemingway

Supplementary Resources

Short Fiction Handouts

Brainstorming worksheet

Peer Workshop worksheet

Conference checklist

Revision checklist

Writer's checklist

Final project checklist

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so

modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - When researching data, students might be asked to reflect on various statistical projections and, at times, perform basic mathematical functions in order to learn something new.

SCIENCE - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

SOCIAL STUDIES - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

WORLD LANGUAGES - Students may encounter specific words responsible for shaping the way a certain population views the world that do not come from their first language.

VISUAL/PERFORMING ARTS - Because the arts make up such a large part of our everyday lives, whether it be in the form of music, film, drama, etc..., students may find themselves, by way of selected non-fiction, reading claims regarding cultural trends and the arts.

APPLIED TECHNOLOGY - Students will utilize various technological tools in the class to build presentations and/or collaborate.

BUSINESS EDUCATION - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

GLOBAL AWARENESS - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

Learning Plan / Pacing Guide

Unit 5

Short Fiction

Timeline
Activities

Resources

	Intro Short Fiction (1-2 days):	
	Introduce short fiction	Short Fiction Handout
	Discuss prior knowledge	
	Discuss various types, structures, and genres	-
Week 1	Allow students time to discuss (with peers) favorite works/genres and why	Genres Handout
	Begin to study and analyze (3-4 days):	List of Works
	All genres from handout will be discussed. Specific selections for analysis will be chosen from list of works.	
	Continue to study and analyze authors and genres:	
Week 2	All genres from handout will be discussed. Specific selections for analysis will be chosen from list of works.	List of Works
	Write short fiction:	Brainstorming worksheet
	Brainstorm (1-2 days)	
Week 3	Workshop/Revise/Edit (1-2 days)	Peer workshop worksheet
	Finalize and submit (1-2 days)	Writer's checklist Teacher conference checklist
	Major Revision Week:	
	Conference with teacher to revise nonfiction piece (1-2 days)	Peer revision sheet
Week 4	Workshop revisions with classmates (1-2 days)	
	Individual revision time (1-2 days)	Individual revision and editing worksheet and checklist
	Major Revision Week*:	Teacher conference checklist
	Conference with teacher to revise nonfiction piece (1-2 days)	
Week 5	Workshop revisions with classmates (1-2 days)	Peer revision sheet
	Finalize piece for submission (1-2 days)	
	*Note: two weeks for revision as this is the longest piece students will have written	Final Project checklist

UNIT 6: Portfolio Building

Content Area: **English**
Course(s): **Generic Course, ENGLISH I**
Time Period: **Generic Time Period**
Length: **2 weeks**
Status: **Published**

Standards

LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

LA.RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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argumentative and explanatory essays, and literary analysis.

Concepts

Essential Questions

What makes creative writing compelling?

Why does the organization of literary pieces matter?

Understandings

Collaboration

Community

Audience

Message

Theme

Critical Knowledge and Skills

Knowledge

Students will know:

How to choose and arrange pieces for a portfolio

What a literary magazine is and what it is comprised of

Skills

Students will be able to:

- Create their own portfolio of writing
- Conduct extended revisions on writing
- Collaborate to create a class literary magazine

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Analysis worksheets

Discussion

Revisions to works for portfolio

Selections for class collaboration

School Summative Assessment Plan

Final portfolio project

Collaboration on curating class literary magazine

Primary Resources

Literary magazines

Supplementary Resources

Portfolio rubric

Technology Integration and Differentiated Instruction

Technology Integration

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contemporary and historic global issues frequently.

Learning Plan / Pacing Guide

Unit 6

Mini-Unit: Final Portfolio Project

Timeline	Activity	Resource
Week 1	Introduce portfolio and class Literary Magazine (1-2 days):	
	Discuss project requirements	Portfolio project rubric
	Analyze and discuss literary magazine examples	
	Begin curating portfolios and magazine (3-4 days):	
Week 1	Select piece(s) to submit for class “Literary Magazine”	Literary magazine examples
	Begin selecting individual pieces for portfolio	
	Organization discussion (1 day):	
Week 2	Discuss the importance of piece selection and organization in the portfolio and literary magazine	Portfolio Rubric
	Revision and compilation (4 days):	
Week 2	Revise, workshop, polish, finalize pieces and compile portfolio (discussion on deciding how to arrange pieces)	Revision checklist
	Class time to help curate and organize literary magazine	