Mathematics Department

Course: Integrated Algebra

Developed by:

Supported by:

Effective Fall 2018

Scope and Sequence

Month	Integrated Algebra
MP 1	
MP 2	
MP 3	
MP 3	

Unit 1
Creative Nonfiction

Summary and Rationale
In this introductory unit, students will be initially exposed to the use of mentor texts to inform standards for their writing; they will also be exposed to the writing process itself: focus will be on journaling, generating ideas, drafting, sharing, editing, polishing, and publishing. Writers will initially read and analyze creative nonfiction mentor texts to become stronger writers within this genre. Throughout the unit, as students learn from mentor writers, they will experiment with varied techniques as they create their own narrative nonfiction texts. Ultimately, writers will capture a compelling story about themselves or a meaningful experience, utilizing the full writing process and evaluating the writing itself based on the predetermined criteria set forth by the mentors.

Recommended Pacing
8-10 weeks

Standards

Reading: Literature	
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.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
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.
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.
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).

Reading: Informational Text

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.
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.
Writing	
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.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.
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.
Speaking and Listening	
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.
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.
Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
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.

L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.

Interdisciplinary Connections

Integration of Technology

ISTE 2	Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE 6	Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE 7	Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Instructional Focus

Enduring Understandings:	Essential Questions:
- Writers read about the experiences of other individuals to shapes, impacts, and influences their perception of the world and its stories. - Writers view and analyze nonfiction, specifically creative essays and memoirs, to become better creators of those types of texts. - Writers create personal stories to engage and connect with readers in an impactful way. - Writers make strategic choices and analyze how these ultimately influence the text's overall impact and resonance. - Writers understand, craft, and hone their own writing style, adding to the richness of their writing.	- How can reading about an individual's experiences shape, impact, or influence our perception of the stories of the world? - How does viewing and analyzing nonfiction in the form of creative essays and memoirs make us better creators of those types of texts? - How do writers create personal stories that engage and connect with readers? - How do an author's choices ultimately influence the text's overall impact and resonance? - How does understanding our own writing style and voice add to the richness of our writing?

Core Writing Enduring Understandings and Essential Questions	
Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication.	How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication?

● Writers need to understand who their audience is so they can make specific stylistic choices. ● Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.	● How can specific awareness of an audience affect stylistic and mechanical choices? ● How can one most effectively utilize technology to produce, refine, publish and share writing?

Evidence of Learning (Assessments)

FORMATIVE ASSESSMENTS (graded and non-graded): Throughout unit consisting of short prompts and assignments and standards derived from mentor texts

SUMMATIVE ASSESSMENT: Polished narrative nonfiction piece(s) evaluated on teacher and student-generated rubrics

Objectives (SLO)

Students will know: ● Writers' avidly learn about an individual's experiences and how they shape, impact, or influence perceptions of the stories of the world.	Students will be able to: ● Writers read about the experiences of other individuals and analyze depictions of the world and its stories. ● Writer's listen to, and meet with when possible, published writers in the field to inform and formulate their own process. ● Writers collect several anecdotes and vignettes in a writer's journal, and look back over these to investigate patterns or themes.
● Writers view and analyze nonfiction in the form of creative essays and memoirs, making them better creators of those types of texts.	● Writers read creative nonfiction and dissect it for effective moves they want to emulate in their own writing. ● Writers note with which voices in text they connect, and analyze what makes these voices compelling. ● Writers study mentor texts to uncover varied ways to structure narrative nonfiction stories and they try several out to determine which might be best. ● Writers use this information to compile standards of excellence in the form of a rubric to model and evaluate their own writing.

● Writers create personal stories that engage and connect with readers.	● Writers journal, generating ideas and anecdotes that capture the tensions and lessons in their lives, ultimately showing pivotal points and life themes. ● Writers play with and try several ways to open, structure, and resolve their creative nonfiction for maximum effectiveness. ● Writers understand, craft, and hone their own writing style, to add to the richness and effectiveness of their writing. ● Writers note and analyze their use of point of view, including thinking carefully and strategically choosing which story to tell, and how to most effectively tell it.
● Writers make strategic choices and analyze how these ultimately influence the text's overall impact and resonance.	● Writers utilize powerful and effective word choice, reaching their readers with strategic diction and syntax. ● Writers make use of vivid imagery to connect with their audience. ● Writers read for and craft specific and strategic tone, recognizing that tone informs overall message and resonance. ● Writers carefully and purposefully reveal message through artful narration.
● Writers strive to understand their own writing style, voice, and process to add to the richness of their writing.	● Writers value goal-setting and provide and utilize feedback to reflect and grow. ● Writers utilize a systematic process to ensure engagement, productivity, and time management. ● Writers embrace the writing process, cognizant that planning, drafting, editing, and polishing are essential to effective writing. ● Writers journal, brainstorm, "shop" their ideas, and plan the structure and arc of their work. ● Writers immerse themselves in crafting a story with passion and attentiveness. ● Writers re-read, reflect, share, edit, and polish their work for maximum impact on the reader, utilizing self/peer/instructor evaluative feedback. ● Writers strive to publish their polished work when possible.

Suggested Resources/Technology Tools

Suggested Mentor Texts:
- Collected Memoirs/Personal Essays on Google Drive
    - https://drive.google.com/drive/folders/0B9e-3G7Z5Hj-SUdoLVdGWExzdnM

- 50 Great Short Memoir Essays

- http://tetw.org/Memoir

- 30 Moving Memoirs Every Student Should Read
    - http://www.onlinecollege.org/2011/05/24/30-moving-memoirs-every-student-should-read/

- Memoir Excerpts for Defining Moments, Inspiring, and General Consideration
    - http://wesleydavidson.weebly.com/memoir-excerpts.html

- Excellent Narrative Nonfiction Mentor Texts
    - http://www.slj.com/2016/09/books-media/excellent-narrative-nonfiction-mentor-texts-nonfiction-notions/#_

- "Liferower" - Rebecca McClanahan
- "Joyas Voladoras" - Brian Doyle
- "Jesus Shaves" - David Sedaris
- "My Papa's Waltz" - James Brown
- "In Bed" - Joan Didion
- "In the Dark" - Pico Iyer
- "Dreads" - Alice Walker
- "The Work You Do, the Person You Are" - Toni Morrison

21ST CENTURY LIFE AND CAREER STANDARDS

- ❏ Act as a responsible and contributing citizen and employee.
- ❏ Apply appropriate academic and technical skills.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Use technology to enhance productivity.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 2
Poetry

Summary and Rationale

In this unit, students will continue to use mentor texts to inform standards for their writing, as will they continue to embrace the writing process itself: focus will be on journaling, generating ideas, drafting, sharing, editing, polishing, and publishing. Writers will initially read and analyze various types of poems as mentor texts, some of which are the lyric, narrative, free verse, sonnet, villanelle, rondeau, haiku. Students will review these forms and record genre-specific elements and pieces of inspiration to their journals and list of criteria for excellence to ultimately become stronger writers within the genre. Throughout the unit, as students learn from mentor writers, they will experiment with varied techniques as they create their own varied poems. Ultimately, writers will share and polish several poems, utilizing the full writing process and evaluating the writing itself based on the predetermined criteria for excellence.

Recommended Pacing

6-8 weeks

Standards

Reading: Literature

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.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

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.
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.
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).
Reading: Informational Text	
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.
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.
Writing	
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.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.
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.
Speaking and Listening	
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.
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.

Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.

Interdisciplinary Connections	

Integration of Technology	
ISTE 2	Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE 6	Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE 7	Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Instructional Focus

Enduring Understandings:	Essential Questions:
- Writers of poetry read and analyze various types of poems in various forms, making them better creators of those types of texts. - Writers create poems to engage and connect with readers in an impactful way.	- How does reading and analyzing poetry in various forms make us better creators of those types of texts? - How do writers create poems that engage and connect with readers? - How do poets develop a personal voice and style in their poetry to form a unified body of work?

● Writers make strategic choices and analyze how these ultimately influence the text's overall impact and resonance. ● Writers understand, craft, and hone their own writing style, adding to the richness of their writing.	● How do an author's choices ultimately influence the text's overall impact and resonance? ● How does understanding our own writing style and voice add to the richness of our writing?

Core Writing Enduring Understandings and Essential Questions

● Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. ● Writers need to understand who their audience is so they can make specific stylistic choices. ● Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.	● How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? ● How can specific awareness of an audience affect stylistic and mechanical choices? ● How can one most effectively utilize technology to produce, refine, publish and share writing?

Evidence of Learning (Assessments)

FORMATIVE ASSESSMENTS (graded and non-graded): Throughout unit consisting of short prompts and assignments and standards derived from mentor texts

SUMMATIVE ASSESSMENT: Polished poetry portfolio evaluated on teacher and student-generated rubrics

Objectives (SLO)

Students will know: ● Writers of poetry read and analyze various types of poems in various forms, which makes them better creators of those types of texts and greater informs their own personal style.	Students will be able to: ● Writers read and analyze various types of poems and dissect them for effective moves they want to emulate in their own writing style. ● Writers note and analyze the use of organization, meter, rhythm, imagery, symbol, figurative language, diction, syntax, and form. ● Writers study mentor texts to uncover varied ways to structure poetry and they try several out to determine which might best fit their style and overall intent. ● Writers use this information to compile standards of excellence in the form of a rubric to model and evaluate their own writing.

● Writers create poems that engage and connect with readers.	● Writers journal, generating ideas and anecdotes that capture the tensions and lessons in their lives, ultimately showing pivotal points, life themes, and impactful moments and/or images that may fuel a poem. ● Writers play with various forms and styles to construct a poem for maximum beauty and effect. ● Writers understand, craft, and hone their own writing style, to add to the richness and effectiveness of their writing.
● Writers make strategic choices and analyze how these ultimately influence the text's overall impact and resonance.	● Writers construct poems in an organized form of lines and stanzas as a means to overall effectiveness. ● Writers pay attention to meter and rhythm when writing a poem, strategically utilizing these when appropriate for maximum impact. ● Writers of poetry utilize powerful and effective word choice, reaching their readers with strategic diction to communicate emotion, mood, and/or message. ● Writers make use of vivid imagery to connect with their audience and provide the reader with a "snapshot" of a feeling or moment. ● Writers of poetry read for and craft specific and strategic tone, recognizing that tone informs overall message and resonance.
● Writers strive to understand their own writing style, voice, and process to add to the richness of their writing.	● Writers value goal-setting and provide and utilize feedback to reflect and grow. ● Writers utilize a systematic process to ensure engagement, productivity, and time management. ● Writers embrace the writing process, cognizant that planning, drafting, editing, and polishing are essential to effective writing. ● Writers journal, brainstorm, "shop" their ideas, and plan the structure and arc of their work. ● Writers immerse themselves in crafting a story with passion and attentiveness. ● Writers re-read, reflect, share, edit, and polish their work for maximum impact on the reader, utilizing self/peer/instructor evaluative feedback. ● Writers strive to publish their polished work when possible.

Suggested Resources/Technology Tools

Suggested Mentor Texts:
● 100 Best Poems

-http://100.best-poems.net/

- Examples of Famous Lyric Poetry
   -https://www.poetrysoup.com/famous/poems/lyric

- Examples of Famous Narrative Poetry
   -https://www.poetrysoup.com/famous/poems/narrative

- Examples of Free Verse Poetry
   -http://examples.yourdictionary.com/examples-of-free-verse-poems.html

- Examples of Sonnets: Poetry Through the Ages
   -http://www.webexhibits.org/poetry/explore_famous_sonnet_examples.html

- Examples of the Villanelle: Poetry Through the Ages
   -http://www.webexhibits.org/poetry/explore_classic_villanelle_examples.html

- Examples of the Rondeau: Poetry Through the Ages
   -http://www.webexhibits.org/poetry/explore_classic_rondeau_examples.html

- Famous Haiku Poems
   -http://www.haiku-poetry.org/famous-haiku.html

- Selections from *Creative Writing: Four Genres in Brief*, David Starkey

21ST CENTURY LIFE AND CAREER STANDARDS

❏ Act as a responsible and contributing citizen and employee.
❏ Apply appropriate academic and technical skills.
❏ Communicate clearly and effectively and with reason.
❏ Demonstrate creativity and innovation.
❏ Employ valid and reliable research strategies.
❏ Utilize critical thinking to make sense of problems and persevere in solving them.
❏ Model integrity, ethical leadership, and effective management.
❏ Use technology to enhance productivity.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 3
Creative Short Fiction
Summary and Rationale
In this unit, students will continue to use mentor texts to inform standards for their writing, as will they continue to embrace the writing process itself: focus will be on journaling, generating ideas, drafting, sharing, editing, polishing, and publishing. Writers will initially read and analyze fiction short stories and novel excerpts as mentor texts. Throughout the unit, as students learn from mentor writers, they will experiment with varied techniques as they create their own creative short fiction texts and master the paradigm of a traditional story arc. Ultimately, writers will capture a compelling and resonant story, utilizing the full writing process and evaluating the writing itself based on the predetermined criteria set forth by the mentors.
Recommended Pacing
7-9 weeks
Standards
Reading: Literature

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.
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.
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).
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.
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.
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).
Reading: Informational Text	
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.
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.
Writing	
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.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.

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.
Speaking and Listening	
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.
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.
Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
Interdisciplinary Connections	
Integration of Technology	
ISTE 2	Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE 6	Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE 7	Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Instructional Focus	
Enduring Understandings:	**Essential Questions:**
● Writers read the stories of others to become better creators of those types of texts while studying story arc and portrayal of theme. ● Writers create fictionalized stories to engage and connect with readers in an impactful way. ● Writers make strategic choices and analyze how these ultimately influence the text's overall impact and resonance. ● Writers understand, craft, and hone their own writing style, adding to the richness of their writing.	● How does reading and analyzing fiction short stories make us better creators of those types of texts? ● How do writers create fictionalized stories that engage and connect with readers? ● How do an author's choices ultimately influence the text's overall impact and resonance? ● How does understanding our own writing style and voice add to the richness of our writing?
Core Writing Enduring Understandings and Essential Questions	
● Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. ● Writers need to understand who their audience is so they can make specific stylistic choices. ● Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.	● How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? ● How can specific awareness of an audience affect stylistic and mechanical choices? ● How can one most effectively utilize technology to produce, refine, publish and share writing?
Evidence of Learning (Assessments)	
FORMATIVE ASSESSMENTS (graded and non-graded): Throughout unit consisting of short prompts and assignments and standards derived from mentor texts SUMMATIVE ASSESSMENT: Polished short fiction piece(s) evaluated on teacher and student-generated rubrics	
Objectives (SLO)	
Students will know: ● Writers view and analyze short fiction, with a focus on studying story arc and portrayal of theme.	Students will be able to: ● Writers read various short fiction texts and dissect them for effective moves they want to emulate in their own writing. ● Writers note with which characters in text they connect, and analyze what makes these characters compelling, including both direct and indirect characterization.

	- Writers study mentor texts to uncover varied ways to structure fiction short stories and they try several out to determine which might be best. - Writers will note and emulate elements of a traditional story arc, and how these story elements ultimately contribute to the portrayal of a theme. - Writers use this information to compile standards of excellence in the form of a rubric to model and evaluate their own writing.
Writers create fictional stories that engage and connect with readers.	- Writers journal, generating ideas and anecdotes that capture the tensions and lessons in their lives, ultimately showing pivotal points and life themes. - Writers play with and try several ways to open, structure, and resolve their fictional short story for maximum effectiveness. - Writers understand, craft, and hone their own writing style, to add to the richness and effectiveness of their writing.
Writers make strategic choices and analyze how these ultimately influence the text's overall impact and resonance.	- Writers design an effective structural plan to their short stories, making strategic choices on events and organization that further the plot and ultimate message. - Writers construct authentic and realistic stories about relatable people, paying specific attention to both direct and indirect characterization and central conflicts. - Writers utilize powerful and effective word choice, creating dialogue that is realistic, well-paced, and powerful in moving the story as a whole, often reaching their readers with strategic diction and syntax. - Writers make use of vivid imagery to connect with their audience by conveying a setting that is both vivid and key to the text overall. - Writers are thoughtful and strategic about the use of point of view, tone, and mood as a means to carefully and purposefully reveal message.
Writers strive to understand their own writing style, voice, and process to add to the richness of their writing.	- Writers value goal-setting and provide and utilize feedback to reflect and grow. - Writers utilize a systematic process to ensure engagement, productivity, and time management. - Writers embrace the writing process, cognizant that planning, drafting, editing, and polishing are essential to effective writing. - Writers journal, brainstorm, "shop" their ideas, and plan the structure and arc of their work.

	● Writers immerse themselves in crafting a story with passion and attentiveness. ● Writers re-read, reflect, share, edit, and polish their work for maximum impact on the reader, utilizing self/peer/instructor evaluative feedback. ● Writers strive to publish their polished work when possible.

Suggested Resources/Technology Tools

Suggested Mentor Texts:
- 100 Great Short Stories
  - -https://americanliterature.com/100-great-short-stories

- 20 Great American Short Stories
  - -https://americanliterature.com/twenty-great-american-short-stories

- Top 10 Classic Short Stories
  - -https://writersedit.com/top-10-classic-short-stories/

- "An Angel" - Margaret Atwood
- "Loser" - Aimee Bender
- "A Kind of Flying" - Ron Carlson
- "Popular Mechanics" - Raymond Carver
- "Reunion" - John Cheever
- "Symphony" - Pam Houston
- "Girl" - Jamaica Kincaid
- "Wolf's Head Lake" - Joyce Carol Oates
- "Recuerdo" - Guadalupe Valdes

21ST CENTURY LIFE AND CAREER STANDARDS

❏ Act as a responsible and contributing citizen and employee.
❏ Apply appropriate academic and technical skills.
❏ Communicate clearly and effectively and with reason.
❏ Demonstrate creativity and innovation.
❏ Employ valid and reliable research strategies.
❏ Utilize critical thinking to make sense of problems and persevere in solving them.
❏ Model integrity, ethical leadership, and effective management.
❏ Use technology to enhance productivity.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 4
Creative Short Fiction: Genre Study
Summary and Rationale
In this unit, students will continue to use mentor texts to inform standards for their writing, as will they continue to embrace the writing process itself: focus will be on journaling, generating ideas, drafting, sharing, editing, polishing, and publishing. Writers will revisit fictional short stories with an emphasis on genre study including, but not limited to: historical fiction, fantasy, dystopian, mystery, and realistic fiction. Students will be given the choice to re-imagine their recent fiction piece from a genre-based lens, or to create a new genre-inspired piece. In this immersive, research-based, student-driven reading period, students will add genre-specific elements to their journals and list of criteria for excellence to ultimately become stronger writers within the genre. Throughout the unit, as students learn from mentor writers, they will experiment with varied techniques as they create their own genre-based fiction texts. Ultimately, writers will capture a compelling and resonant story within a particular genre, utilizing the full writing process and evaluating the writing itself based on the predetermined criteria set forth by the mentors.
Recommended Pacing
3-4 weeks

Standards	
Reading: Literature	
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.
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.
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).
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.
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.
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).
Reading: Informational Text	
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.
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.
Writing	
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.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.

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.
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.
Speaking and Listening	
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.
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.
Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
Interdisciplinary Connections	
Integration of Technology	
ISTE 2	Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

ISTE 6	Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE 7	Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Instructional Focus

Enduring Understandings:	Essential Questions:
- Writers read the stories of others to become better creators of those types of texts, investigating the generic conventions of several genres to enhance their personal style. - Writers create fictionalized stories to engage and connect with readers in an impactful way. - Writers make strategic choices and analyze how these ultimately influence the text's overall impact and resonance. - Writers understand, craft, and hone their own writing style, adding to the richness of their writing.	- How does reading and analyzing fiction short stories within particular genres make us better creators of those types of texts? - How do writers create fictionalized stories that engage and connect with readers? - How do an author's choices ultimately influence the text's overall impact and resonance? - How does understanding our own writing style and voice add to the richness of our writing?

Core Writing Enduring Understandings and Essential Questions

- Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. - Writers need to understand who their audience is so they can make specific stylistic choices. - Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.	- How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? - How can specific awareness of an audience affect stylistic and mechanical choices? - How can one most effectively utilize technology to produce, refine, publish and share writing?

Evidence of Learning (Assessments)

FORMATIVE ASSESSMENTS (graded and non-graded): Throughout unit consisting of short prompts and assignments and standards derived from mentor texts

SUMMATIVE ASSESSMENT: Polished short fiction piece(s) evaluated on teacher and student-generated rubrics

Objectives (SLO)

Students will know:	Students will be able to:
● Writers view and analyze fiction in the form of various genres, making them better creators of those types of texts.	● Writers read various genres of fiction and dissect them for effective moves they want to emulate in their own writing. ● Writers note with which characters in text they connect, and analyze what makes these characters compelling, including both direct and indirect characterization. ● Writers study mentor texts to uncover varied ways to structure fiction short stories and they try several out to determine which might be best. ● Writers use this information to compile standards of excellence in the form of a rubric to model and evaluate their own writing.
● Writers create fictional stories that engage and connect with readers.	● Writers journal, generating ideas and anecdotes that capture the tensions and lessons in their lives, ultimately showing pivotal points and life themes. ● Writers play with and try several ways to open, structure, and resolve their fictional short story for maximum effectiveness. ● Writers understand, craft, and hone their own writing style, to add to the richness and effectiveness of their writing.
● Writers make strategic choices and analyze how these ultimately influence the text's overall impact and resonance.	● Writers design an effective structural plan to their short stories, making strategic choices on events and organization that further the plot and ultimate message. ● Writers construct authentic and realistic stories about relatable people, paying specific attention to both direct and indirect characterization and central conflicts. ● Writers utilize powerful and effective word choice, creating dialogue that is realistic, well-paced, and powerful in moving the story as a whole, often reaching their readers with strategic diction and syntax. ● Writers make use of vivid imagery to connect with their audience by conveying a setting that is both vivid and key to the text overall. ● Writers are thoughtful and strategic about the use of point of view, tone, and mood as a means to carefully and purposefully reveal message.
● Writers strive to understand their own writing style, voice, and process to add to the richness of their writing.	● Writers value goal-setting and provide and utilize feedback to reflect and grow. ● Writers utilize a systematic process to ensure engagement, productivity, and time management. ● Writers embrace the writing process, cognizant that planning, drafting, editing, and polishing are essential to effective writing.

	● Writers journal, brainstorm, "shop" their ideas, and plan the structure and arc of their work.
	● Writers immerse themselves in crafting a story with passion and attentiveness.
	● Writers re-read, reflect, share, edit, and polish their work for maximum impact on the reader, utilizing self/peer/instructor evaluative feedback.
	● Writers strive to publish their polished work when possible.

Suggested Resources/Technology Tools

Suggested Mentor Texts:
- 100 Great Short Stories
  - -https://americanliterature.com/100-great-short-stories

- 20 Great American Short Stories
  - -https://americanliterature.com/twenty-great-american-short-stories

- Top 10 Classic Short Stories
  - -https://writersedit.com/top-10-classic-short-stories/

- "An Angel" - Margaret Atwood
- "Loser" - Aimee Bender
- "A Kind of Flying" - Ron Carlson
- "Popular Mechanics" - Raymond Carver
- "Reunion" - John Cheever
- "Symphony" - Pam Houston
- "Girl" - Jamaica Kincaid
- "Wolf's Head Lake" - Joyce Carol Oates
- "Recuerdo" - Guadalupe Valdes

21ST CENTURY LIFE AND CAREER STANDARDS

- ❏ Act as a responsible and contributing citizen and employee.
- ❏ Apply appropriate academic and technical skills.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Use technology to enhance productivity.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 5
Writer's Choice
Summary and Rationale
In this unit, students will choose to produce one medium that most artfully and appropriately conveys their intended message for their intended audience; choices will include: children's book, graphic story, album of lyrics, script of a one-act play or episode of a sitcom or drama. Students will continue to use mentor texts to inform standards for their writing, as will they continue to embrace the writing process itself: focus will be on journaling, generating ideas, drafting, sharing, editing, polishing, and publishing. In this differentiated, choice-based, student-driven unit, students will initially be exposed to all four genres in terms of both process and produce, adding genre-specific elements to their journals and list of criteria for excellence to ultimately become stronger writers within each genre. Ultimately, writers will choose one medium for their final product, aiming to choose based on intended audience and desired message, utilizing the full writing process and evaluating the writing itself based on the predetermined criteria set forth by the mentors.
Recommended Pacing

3-5 weeks

Standards	
Reading: Literature	
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.
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.
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).
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.
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.
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).
Reading: Informational Text	
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.
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.
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.
Writing	
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.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.
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.
Speaking and Listening	
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.
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.
Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.

Interdisciplinary Connections	
Integration of Technology	
ISTE 2	Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE 6	Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE 7	Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Instructional Focus

Enduring Understandings:	Essential Questions:
● Writers explore different types of media and recognize that media must best fit the overall intended message of a text. ● Writers view and analyze mentor texts of various media to become better creators of those types of texts. ● Writers infuse personal elements to uniquely engage and connect with intended audience in an impactful way. ● Writers make strategic choices and analyze how these ultimately influence the text's overall impact and resonance. ● Writers understand, craft, and hone their own writing style, adding to the richness of their writing.	● How can choosing a medium that best delivers overall message maximize overall textual impact? ● How does viewing and analyzing mentor texts make us better creators of those types of texts? ● How do writers create uniquely personal stories that engage and connect their intended audience? ● How do an author's choices ultimately influence the text's overall impact and resonance? ● How does understanding our own writing style and voice add to the richness of our writing?

Core Writing Enduring Understandings and Essential Questions	
● Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. ● Writers need to understand who their audience is so they can make specific stylistic choices. ● Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.	● How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? ● How can specific awareness of an audience affect stylistic and mechanical choices? ● How can one most effectively utilize technology to produce, refine, publish and share writing?

Evidence of Learning (Assessments)
FORMATIVE ASSESSMENTS (graded and non-graded): Throughout unit consisting of short prompts and assignments and standards derived from mentor texts SUMMATIVE ASSESSMENT: Polished piece of writing from medium of choice evaluated on teacher and student-generated rubrics

Objectives (SLO)	
Students will know: ● Writers explore different types of media and recognize that media must best fit the overall intended message of a text.	Students will be able to: ● Writers peruse various types of media and examine generic conventions, writerly moves, and intended audience as a means to delivering message and producing desired effect. Some of these media include: children's book, graphic story, song lyric(s), script. ● Writers consider both process and product when choosing a desire medium, oftentimes exploring both published texts and researching how these texts came into being, possibly speaking with creators of these previously-published media for information and feedback. ● Writers intend to express a theme or message in their texts and strategically make choices to achieve this desired effect.
● Writers view and analyze mentor texts of various media to become better creators of those types of texts.	● Writers read mentor texts of various media and dissect them for effective moves they want to emulate in their own writing. ● Writers note with which medium they best connect, and analyze what makes this genre compelling, including looking at what makes the genre unique. ● Writers study mentor texts to uncover varied ways to structure their product and they try several out to determine which might be best. ● Writers use this information to compile standards of excellence in the form of a rubric to model and evaluate their own writing.
● Writers infuse personal elements to uniquely engage and connect with intended audience in an impactful way.	● Writers journal, generating ideas and anecdotes that capture the tensions and lessons in their lives, ultimately showing pivotal points and life themes. ● Writers play with and try several media as means to portray the ideas depicted in their journal for maximum ultimate effectiveness in their texts.

	● Writers understand, craft, and hone their own writing style, to add to the richness and effectiveness of their writing.
● Writers make strategic choices and analyze how these ultimately influence the text's overall impact and resonance.	● Writers design an effective structural plan to approach their writing, making strategic choices on events and organization that further the plot and ultimate message. ● Writers construct authentic and realistic stories about relatable people, paying specific attention to both direct and indirect characterization and central conflicts. ● Writers utilize powerful and effective word choice, creating a text that features realistic, well-paced, and powerful wording that moves the story as a whole, often reaching their readers with strategic diction and syntax. ● Writers make use of vivid imagery to connect with their audience by conveying a setting or picture that is both vivid and key to the text overall. ● Writers are thoughtful and strategic about the use of point of view, tone, and mood as a means to carefully and purposefully reveal message.
● Writers understand, craft, and hone their own writing style, adding to the richness of their writing.	● Writers value goal-setting and provide and utilize feedback to reflect and grow. ● Writers utilize a systematic process to ensure engagement, productivity, and time management. ● Writers embrace the writing process, cognizant that planning, drafting, editing, and polishing are essential to effective writing. ● Writers journal, brainstorm, "shop" their ideas, and plan the structure and arc of their work. ● Writers immerse themselves in crafting a piece with passion and attentiveness. ● Writers re-read, reflect, share, edit, and polish their work for maximum impact on the reader, utilizing self/peer/instructor evaluative feedback. ● Writers strive to publish their polished work when possible.

Suggested Resources/Technology Tools

Suggested Mentor Texts:
- *Where the Wild Things Are* - Maurice Sendak
- *Goodnight Moon* - Margaret Wise Brown

- *The Giving Tree* - Shel Silverstein
- *Madeline* - Ludwig Bemelmans
- *Lucky Ducky* - Doreen Mulryan
- Excerpts from *American-Born Chinese* - Gene Luen Yang
- Excerpts from *Betrayal* - Harold Pinter
- Graphic Short Story 2016 Winners
  -http://www.comica.london/2016-winners-graphic-short-story-prize/
- Lyric Writing/Songwriting
  -http://www.learneverythingabout.com/lyrics/lyric_writing_lessons/
- Writing Lyrics to Music
  -https://online.berklee.edu/courses/lyric-writing-writing-lyrics-to-music
- Talking to the Seinfeld Writer Peter Mehlman   -http://www.vulture.com/2014/07/classic-seinfeld-episodes-writer-peter-mehlman-yada-yada-shrinkage-double-dipping.html
- Varied student-chosen selections of children's book, graphic novel, lyric, and drama/screenplay mentor texts

21ST CENTURY LIFE AND CAREER STANDARDS

- ❏ Act as a responsible and contributing citizen and employee.
- ❏ Apply appropriate academic and technical skills.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Use technology to enhance productivity.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 6
Revision Portfolio Project/Reflection Essay
Summary and Rationale
In this final portfolio-based unit, students will reflect on their work in each of the preceding units, identify space for growth or improvement, and revisit their previous work in a unit of their choice with new goals for content and/or polish. The reflection element will be concretely displayed in a new piece - a reflective essay covering the year as a whole and commenting on influential mentor texts and authors, as well as personal writing style, process, growth, pitfalls, successes, publishing endeavors, and future plans. The final portfolio, including highlighted improvements, rationale for changes, and reflection essay will be presented formally during the final exam period.
Recommended Pacing
1-2 weeks, including final exam
Standards
Reading: Literature

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.
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.
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).
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.
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.
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).
Reading: Informational Text	
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.
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.
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.
Writing	
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.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.

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.
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.
Speaking and Listening	
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.
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.
Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
Interdisciplinary Connections	
Integration of Technology	
ISTE 2	Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

ISTE 6	**Creative Communicator:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE 7	**Global Collaborator:** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
- Writers view and analyze mentor texts of various media to reflect on their own creations of those types of texts. - Writers reflect on their writing over time and make improvements based on newly-acquired knowledge and audience feedback. - Writers contemplate their writerly choices and analyze how these ultimately influence a text's overall impact and resonance, reflecting on their style as a whole and how it can be improved. - Writers utilize their craft to increase self-knowledge and awareness, and bring this enlightenment to their audience.	- How does viewing and analyzing mentor texts help us to reflect on our creations of those types of texts? - How do we use reflection, knowledge, and feedback to improve our previously-written texts and overall craft? - How does our contemplation of our own writerly choices ultimately influence our work's overall impact and resonance, and/or our style as a whole? - How does understanding our own writing style, process, and voice allow us to better understand ourselves and what is important to us in the world?

Core Writing Enduring Understandings and Essential Questions

- Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. - Writers need to understand who their audience is so they can make specific stylistic choices. - Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.	- How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? - How can specific awareness of an audience affect stylistic and mechanical choices? - How can one most effectively utilize technology to produce, refine, publish and share writing?

Evidence of Learning (Assessments)

FORMATIVE ASSESSMENTS (graded and non-graded): Throughout unit consisting of reflection exercises/short prompts and assignments and standards derived from mentor texts

SUMMATIVE ASSESSMENT: Polished portfolio and reflection essay evaluated on teacher and student-generated rubrics

Objectives (SLO)

36

Students will know: WHAT	Students will be able to: HOW
● Writers view and analyze mentor texts of various media to reflect on their own creations of those types of texts.	● Writers read mentor texts of various media and and reflect on their own pieces, always noting moves they want to emulate in their own writing. ● Writers note with which media they best connect, and analyze what makes this genre compelling, including looking at what makes the genre unique. ● Writers use this information to compile standards of excellence in the form of a rubric and reflect on these evolving criteria to continue to model and evaluate their own writing.
● Writers reflect on their writing over time and make improvements based on newly-acquired knowledge and audience feedback.	● Writers review their writing and, in hindsight, find spaces in which the product can be further improved for increased effectiveness. ● Writers utilize various types of feedback and reception to their writing to further hone its precision and polish.
● Writers contemplate their writerly choices and analyze how these ultimately influence a text's overall impact and resonance, reflecting on their style as a whole and how it can be improved.	● Writers search for patterns of success and/or weakness in their writing and seek to emulate or amend these in past and future writings. ● Writers identify themselves as possessing a certain style, connecting with or reaching a certain audience, and/or delivering awareness about certain personal issues or themes.
● Writers utilize their craft to increase self-knowledge and awareness, and bring this enlightenment to their audience.	● Writers reflect on what they have learned, what they are still learning, and what they want to learn about and through writing. ● Writers use writing and their texts to help deliver messages and raise awareness about issues that are important to them. ● Writers reflect on their process and products and how these can continue to improve and evolve.

Suggested Resources/Technology Tools

Students will utilize all previous mentor texts, new mentors of their choice, and their own previous writing.

21ST CENTURY LIFE AND CAREER STANDARDS

- ❏ Act as a responsible and contributing citizen and employee.
- ❏ Apply appropriate academic and technical skills.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Use technology to enhance productivity.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf