

Creative Writing

Unit 1: Language as Medium

Stage 1: Desired Results

Standards & Indicators:

L.SS.11–12.1. [Language. System and Structure of Language.11-12.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. [Language. Knowledge of Language.11-12.2](#). 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.

- A. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- 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.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- D. 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.
- E. 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).

L.VI.11–12.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.11-12.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- B. Analyze nuances in the meaning of words with similar denotations.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

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<p>SL.PE.11–12.1. Speaking and Listening.Participate Effectively.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.</p> <p>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.</p> <p>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.</p>		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).	
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea/Enduring Understanding: <ul style="list-style-type: none"> Understand language as a complex and malleable tool with which ideas and 		Essential/Guiding Question: <ul style="list-style-type: none"> How can I improve my writing?

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<p>thoughts may be effectively and specifically communicated</p> <ul style="list-style-type: none"> • Develop a broad understanding of the usefulness and usability of language • Express ideas concisely, succinctly and accurately • Recognize commonalities of the human experience 	<ul style="list-style-type: none"> • What strategies are available to me? • How can I determine if my writing is effective or ineffective? • Where do I begin to improve my writing? • What should I write about?
<p>Content:</p> <ul style="list-style-type: none"> • Understanding word usage • Learning parts of speech vs word usage • Recognizing nuances of meaning • Understanding the relationship between human experience and literature • Learning word, phrase, and sentence structure • Developing figurative language • Developing vocabulary 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> • analyze patterns of language • apply words with multiple meanings • evaluate patterns of human behavior • analyze human motivation and intention • write clearly and effectively • evaluate effective writing • evaluate writing for aesthetic value

Interdisciplinary Connections:

As language is at the core of all academic courses, this unit provides students with an opportunity to explore the areas of history, politics, psychology, science, and math.

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ol style="list-style-type: none"> 1. transform an infinitive into other parts of speech 2. identify and sequence human emotions by intensity 3. write to convey nuances of meaning between similar words 4. develop vocabulary through use of the dictionary 5. participate in class discussions on concepts essential to the human experience 6. write a grammatically correct 250 word sentence 7. write objective and subjective descriptions of the same object, place, person, etc. 8. write original instances of figurative language 	<p>Other Evidence:</p> <p>Do-now</p> <ul style="list-style-type: none"> • Closure activities: exit tickets, journaling • Teacher observation of students • Teacher conferences with students • Collaboration among students • Creative writing journal
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <ol style="list-style-type: none"> 1. Students through differentiated instruction will discuss observation, both internal and external, to develop aesthetic value. 2. Students through differentiated instruction will discuss concepts germane to our shared humanity and determine the reality 	<p>Resources:</p> <ul style="list-style-type: none"> • Smartboard • Tablets • Google programs • Grading Rubrics • Websites
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<p>of human behavior, intention, and motivation.</p> <ol style="list-style-type: none"> 3. Students through differentiated instruction will identify patterns of human behavior through observation and discussion. 4. Students through differentiated instruction will identify specific meanings gleaned through experience and compare them to more concrete definitions. 5. Students through differentiated instruction will cast their observations into writing in order to effectively communicate the ideas that they have developed. 	<p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> Learning for Justice GLSEN Educator Resources Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities NJDOE Diversity, Equity & Inclusion Educational Resources Diversity Calendar
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Detailed, specific, nuance-related notes from the instructor</p> <p>Emphasis on style rather than mechanics</p> <p>Focus on evaluation and creation of original thought</p> <p>Students lead class in skill in which he or she excels</p> <p>Additional, independent projects</p> <p>Reading classical literature independently</p> <p>Provide opportunity for students to lead reflection on day's learning.</p>	<p>Peer editing</p> <p>Emphasis on sentence structure, use of phrases and clauses</p> <p>Teach students to analyze further by asking "Why?"</p> <p>Provide literature commensurate with students' ability</p> <p>Students meet with those from other groups to discuss what was most important and what needs to be taught to their peers</p>	<p>One on one assistance; tutoring</p> <p>Limiting the scope of revision and editing to focus on specific mechanics</p> <p>Developing comprehension and application to the shared human experience</p> <p>Teacher provides models for the student to follow</p> <p>Students meet in small groups to share what they've learned with each other.</p> <p>Assist students with observation</p> <p>Assist students with writing journal at day's end</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit 2: Prose

Stage 1: Desired Results

Standards & Indicators:

W.NW.11–12.3. [Writing.Narrative Writing.11-12.3](#). Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. [Writing.Writing Process.11-12.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience

W.RW.11–12.7. [Writing.Range of Writing.9-10.4](#). 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.

L.SS.11–12.1. [Language. System and Structure of Language.11-12.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. [Language. Knowledge of Language.11-12.2](#). 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.

- A. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase

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important to comprehension or expression.

L.VI.11–12.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.11-12.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

B. Analyze nuances in the meaning of words with similar denotations.

D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).	
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Central Idea/Enduring Understanding:

- The aesthetics of narrative writing
- Elements of effective writing
- Writing forms
- Style
- Show don't tell

Essential/Guiding Question:

- What is the purpose of storytelling?
- What are the various genres?
- What are archetypes and tropes?
- How can I develop style?
- How does revision improve my writing?

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<ul style="list-style-type: none"> • Writing to an audience 	
<u>Content:</u> <ul style="list-style-type: none"> • Reading a variety of literature for analysis and discussion • Learning style and voice • Rethinking and revising • Writing short stories • Writing memoirs • Avoiding clichés 	<u>Skills(Objectives):</u> <ul style="list-style-type: none"> • Analyze effective narrative writing • Evaluate effective and ineffective writing • Evaluate different echelons of writing • Create original narratives

Interdisciplinary Connections:

The resources used in this unit provides students with an opportunity to explore the areas of literature, history, politics, psychology, science, and math.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> <ul style="list-style-type: none"> • Writing emotion blurbs to effectively convey different emotional intensities • Writing a character sketches to concisely define character, personality, and intention • Writing to define relationship • Writing to a specific denouement • Writing in response to stimuli • Writing objectively and subjectively • Cooperative writing 	<u>Other Evidence:</u> <ul style="list-style-type: none"> • Do-now • Closure activities: exit tickets, journaling • Teacher observation of students • Teacher conferences with students • Collaboration among students • Creative writing journal
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> <p>Students through differentiated instruction will engage in writing exercises that will develop the capacity to write to the human experience. Students through differentiated instruction will read narratives from different countries and time periods to evaluate the aesthetics of writing. Students through differentiated instruction will share, evaluate, and critique each other's narratives through anonymous group evaluation. Students through differentiated instruction will determine the efficacy of different authors and styles of writing through sharing their favorite narratives. Students through differentiated instruction will learn and create a variety of stories with distinct purposes.</p>	<u>Resources:</u> <p>Smartboard Tablets Google programs Grading Rubrics Student and teacher selected novels and stories Websites</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Additional reading</p> <p>Students will learn and teach narrative writing lessons and creative writing exercises to the class</p> <p>Students will generate and write additional narrative assignments of their own devising</p> <p>Provide opportunity for students to lead the reflection on the day's lesson</p>	<p>Students will generate questions during the class</p> <p>Students will generate questions that they anticipate having for the following class.</p> <p>Students meet with others to share ideas</p> <p>Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on the card to something from the day's lesson.</p>	<p>Paired research and crafting of stories</p> <p>Individual attention from the teacher</p> <p>Modeling from the teacher</p> <p>Modification of skills, aesthetic value, requirements for each narrative</p> <p>Students work in small groups to assist each other</p> <p>Complete a KWL</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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Unit 3: Poetry

Stage 1: Desired Results

Standards & Indicators:

W.WP.11–12.4. [Writing.Writing Process.11-12.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.11–12.7. [Writing.Range of Writing.9-10.4](#). 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.

SL.AS.11–12.6. [Speaking and Listening.Adapt Speech.9-10.6](#). Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.SS.11–12.1. [Language. System and Structure of Language.11-12.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. [Language. Knowledge of Language.11-12.2](#). 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.

- A. 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..
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VI.11–12.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.11-12.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- B. Analyze nuances in the meaning of words with similar denotations.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.

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9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
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9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).	
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
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9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea/Enduring Understanding: <ul style="list-style-type: none"> • Different types of poetry • Aesthetic value of poetry • Rhyme and rhythm • Application of poetic forms and devices 		Essential/Guiding Question: <ul style="list-style-type: none"> • What is poetry? • How do I understand and evaluate poetry? • What are rhyme and rhythm, and how do they affect poetry? • What are the differences between rhythmic and free verse poetic forms?
Content: <ul style="list-style-type: none"> • The aesthetics of poetry • Crafting free verse poetry • Reading classical/literary poems • Crafting rhythmic and rhyming poems 		Skills(Objectives): <ul style="list-style-type: none"> • Comprehend different types of poetry • Create free verse poems • Create rhythmic poems • Evaluate aesthetic value of poems • Analyze differences in style and validity • Emulate the style of classical poets
Interdisciplinary Connections: The texts used in this unit provide students with an opportunity to explore the areas of poetic form, history, politics, psychology, science, and math.		

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Stage 2: Assessment Evidence

Performance Task(s):

- Writing free verse poems on teacher selected topics
- Writing in the style of a literary author of the students' choosing
- Writing structured poems, including haiku, climbing rhyme, Tyburn poem, ghazal, limerick, epigram, sonnet, terza rima, villanelle, and sestina

Other Evidence:

- Do-now
- Closure activities: exit tickets, journaling
- Teacher observation of students
- Teacher conferences with students
- Collaboration among students
- Creative writing journal

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Students through differentiated instruction will read poetry from different countries and time periods and evaluate the literary value thereof.
Students through differentiated instruction will share, evaluate, and critique each other's poetry.
Students will research legitimate poetic forms and through research determine the efficacy of different authors and styles of poetry.
Students will learn and create different types of poems.

Resources:

- Smartboard
- Tablets
- Google programs
- Grading Rubrics
- *Dead Poets Society*
- Websites

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Additional reading</p> <p>Students will research and write additional poetic forms</p> <p>Students will learn and teach non-assigned poetic forms to the class</p> <p>Provide opportunity for students to lead the</p>	<p>Students will generate questions during the class</p> <p>Students will generate questions that they anticipate having for the following class.</p> <p>Students meet with others to share ideas</p>	<p>Paired research and crafting of poems</p> <p>Individual attention from the teacher</p> <p>Modeling from the teacher</p> <p>Modifications of number of poems and difficulty</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group</p>

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reflection on the day's lesson	Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on the card to something from the day's lesson.	Students work in small groups to assist each other Complete a KWL	instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Pacing Guide

Content	Resources	Standards
UNIT 1: Language as Medium 36 Days		
<ul style="list-style-type: none"> Understanding word usage Learning parts of speech vs word usage Recognizing nuances of meaning Understanding the relationship between human experience and literature Learning word, phrase, and sentence structure Developing figurative language Developing vocabulary 	<p> https://www.thesaurus.com/ https://www.miamiherald.com/living/liv-columns-blogs/dave-barry/article1928701.html https://www.youtube.com/watch?v=wKn1R6fek4 https://www.youtube.com/watch?v=cpQ8tpDqjt4 </p> <p>(10 days) Observation—emphasizing the importance of external and internal observation in order to be an effective writer Assignment: Choose a quote and evaluate the validity of the quote as opposed to (2 Days) Assignment: Worst Writing Ever (Student Writing) (3 Days) Assignment: Best Writing Ever (Student Selection from a Reputable Published Author) (3 Days) Parts of Speech (2 Days) Shortest Sentence Using All Eight Parts of Speech (3 Days) Assignment: Verb Manipulation (3 Days) Assignment: 250 Word Sentence (2 Days) Assignment: 26 Word Sentence (one word beginning with each letter of the English alphabet) (2 Days) Cliche Rewrite (2 Days) Cliche Combos (2 Days) Assignment: Tongue Twister (2 Days) Original Figurative Language (simile, metaphor, personification, hyperbole, symbol) </p>	<p> L.SS.11–12.1. A B C L.KL.11–12.2. A B C L.VL.11–12.3. A B D E L.VI.11–12.4. B D SL.PE.11–12.1. A D </p>
UNIT 2: Prose 24 Days		
<ul style="list-style-type: none"> Reading a variety of literature for analysis and discussion Learning style and voice Rethinking and revising Writing short stories Writing memoirs Avoiding clichés 	<p> https://f5webserv.wright.edu/~david.wilson/eng3830/creativewriting101.pdf </p> <p> (2 Days) Assignment: Writing to Music (individual) (2 Days) Assignment: Writing to Music (collective) (3 Days) Show, Don't Tell (resource, above) (5 Days) Discussion of the Differences among Emotions, Feelings, Conditions, Sensations, Intentions, Impulses, Attitudes, etc. (3 Days) Five Emotions (3 Days) Character Sketch (3 Days) Flushed the Toilet 1-2 Page Story (3 Days) Teacher-Student 1-2 Page Story (alternatively, a class-selected topic) </p>	<p> W.NW.11–12.3. A B C D E W.WP.11–12.4. W.RW.11–12.7. L.SS.11–12.1. A B C L.KL.11–12.2. A B C L.VI.11–12.4. B D </p>

Creative Writing

UNIT 3: Poetry 30 Days

<ul style="list-style-type: none"> • The aesthetics of poetry • Crafting free verse poetry • Reading classical/literary poems • Crafting rhythmic and rhyming poems 	<p>https://www.rhymezone.com/ https://www.thesaurus.com/</p> <p>(1 Day) Teaching Syllables (2 Days) Haiku (2 Days) Climbing Rhyme (2 Days) Tyburn Poem (5 Days) Teaching Rhyme and Meter, Meter quizzes (3-4 practice, 1-2 graded) (2 Days) Epigram (4 Days) Sonnets (4 Days) Terza Rima, Villanelle, Sestina (2 Days) <i>Spoon River Anthology</i> Poem (2 Days) Free Verse Poem:Random Words Selected from the Dictionary (4 Days) Four Separate Free Verse Poems about Knees, Failure, Poetry, Love</p>	<p>W.WP.11–12.4. W.RW.11–12.7. SL.AS.11–12.6. L.SS.11–12.1. A B C L.KL.11–12.2. A B C L.VI.11–12.4. B D</p>
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