

Pine Hill Public Schools Curriculum

Content Area:		Language Arts Literacy	
Course Title/ Grade Level:		Creative Writing / Advanced 9, 10, 11, 12	
Unit 1:	The Creative Writing Process	Duration:	September/October
Unit 2:	The Short Story: Developing Characters and Plot	Duration::	November/December
Unit 3:	Non-fiction/Memoir	Duration:	January
Unit 4:	Poetry/Romance/Tragedy	Duration:	February/March
Unit 5:	Horror/Mystery/Science Fiction	Duration:	April/May/June
BOE Approval Date:		August 25, 2015	

**Pine Hill Public Schools
Curriculum**

Unit Title: The Creative Writing Process		Unit #: 1
Course or Grade Level: Grades 9, 10, 11, 12 Advanced		Length of Time: 8 weeks (Marking Period 1)
Pacing	September-October	
Essential Questions	<ul style="list-style-type: none"> • What are the steps of the writing process? • What is the purpose of peer-editing? • What is the difference between fiction and creative non-fiction? • How is voice established in writing? • How does point of view impact a piece of literature? • How do authors manipulate or create their style? • How can dialogue help develop a character? • What is a reliable narrator? • How can a writer use concrete details to make their writing more interesting and vivid? 	
Content	<ul style="list-style-type: none"> • Fiction vs. Creative Non-fiction • Point of View • Voice • Dialogue • Style • Narration • Show vs. Tell • Detailed Writing • Grammar: Adjectives and Verbs 	
Skills	<ul style="list-style-type: none"> • Analyze literature models • Write and share short pieces in journal from prompts: descriptions, memories, dreams, analyses, imitations • Differentiate between fiction and creative non-fiction • Differentiate between 1st, 2nd, and 3rd point of view • Exemplify how point of view can alter the same story • Establish voice in personal writing • Use dialogue to mirror natural speech and to create believable characters • Experiment with dialogue between characters • Develop personal style in writing • Understand how narrative time is developed • Experiment with point of view and character reliability • Use imagery as a creative source in detailed writing • Create substitutes for weak adjectives and verbs 	
Assessments	<ul style="list-style-type: none"> • Daily Journal Entries • Literature Analysis/Reflection Writing • Personal Essay • How-To Essay • Editorial • Collaborative Writing using Google Drive • Narrative Inspired by Music/Art • Academic Piece Re-write: Choose an academic piece of text and re-write it taking on another personality. • Self-Assessments • Peer-Editing • Benchmark Assessment: A compilation of original and revised work from the marking period. 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modifications/ Accommodations • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks 	

	<ul style="list-style-type: none"> • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners <p>~How to develop a lesson plan that includes ELLs : http://www.colorincolorado.org/educators/content/lessonplan ~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010, http://caslonpublishing.com/publication/differentiating-instruction-and-assessmentenglish/#reviews</p>
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Art • History • Technology • Music
Lesson Resources	Literature Models: <ul style="list-style-type: none"> • “The Lady with the Little Dog” by Anton Chekov • “Moonrise” by Penny Wolfson • “Swimmer” by John Cheever • “Hills Like White Elephants” by Ernest Hemingway • “Inside the Bunker” by John Sack • “Where Are You Going, Where Have You Been?” by Joyce Carol Oates • “Brownies” by ZZ Packer • “Winner Take Nothing” by Bernard Cooper • “The Things they Carried” by Tim O’Brien • “Nebraska” by Ron Hansen
Common Core Standards	
Strand(s): Writing	Standard(s): Text Types and Purposes: <u>CCSS.ELA-LITERACY.W.9-10.2, CCSS.ELA-LITERACY.W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <u>CCSS.ELA-LITERACY.W.9-10.3, CCSS.ELA-LITERACY.W.11-12.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing: <u>CCSS.ELA-LITERACY.W.9-10.4, CCSS.ELA-LITERACY.W.11-12.4</u>

Reading: Literature

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.5, CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.9-10.6, CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Range of Writing:

CCSS.ELA-LITERACY.W.9-10.10, CCSS.ELA-LITERACY.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, and audiences.

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence 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.

CCSS.ELA-LITERACY.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)

Craft and Structure:

CCSS.ELA-LITERACY.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. (Include Shakespeare as well as other authors.)

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.9-10.9,

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.9-10.10,

By the end of grade 9/10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 11/12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standard(s):	<p>Key Ideas and Details: CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Craft and Structure: CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>

Content Statement(s):	CPI # / CPI(s):
------------------------------	------------------------

[21st Century Themes](#)

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
--	------------------	--	---	--	----------------	--	-----------------

[21st Century Skills](#)

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: The Short Story: Developing Characters and Plot		Unit #: 2
Course or Grade Level: Grades 9, 10, 11, 12 Advanced		Length of Time: 6 weeks (Marking Period 2)
Pacing	November-December	
Essential Questions	<ul style="list-style-type: none"> • What defines a short story? • What is the purpose of the five elements in the Freitag triangle? • How is plot developed? • What is the importance of developing characters? • How do you create round, flat, static, and dynamic characters? • How can character credibility impact a story? • What is the difference between a linear and modular story? • How does the conflict-crisis-resolution model impact the short story? • How does an author create an effective climax? • Why is it important to eliminate clichés from writing? 	
Content	<ul style="list-style-type: none"> • Creating/Developing Characters • Round, Flat, Static, and Dynamic Characters • Character Relationships • Character Credibility • Antagonist vs. Protagonist • Story vs. Plot • The Conflict-Crisis-Resolution Model • Linear vs. Modular Stories • Climax • Recognizing Clichés 	
Skills	<ul style="list-style-type: none"> • Analyze literature models • Write and share short pieces in journal from prompts: descriptions, memories, dreams, analyses, imitations • Create and develop characters in writing • Differentiate using round, flat, static, and dynamic characters in writing • Develop believable character relationships • Experiment with character credibility • Differentiate between antagonist and protagonist • Effectively develop plot using the Freitag triangle model/ Conflict-Crisis-Resolution Model • Differentiate between a linear and modular story • Understand the elements leading up to a climax • Identify and eliminate clichés in text and writing 	
Assessments	<ul style="list-style-type: none"> • Daily Journal Entries • Literature Analysis/Reflection Writing • Student Writing: Short Stories • Character Analysis Essay • Collaborative Writing using Google Drive • Self-Assessments • Peer-Editing • Benchmark Assessment: A compilation of original and revised work from the marking period. 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modifications/ Accommodations • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts 	

	<ul style="list-style-type: none"> • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners <p>~How to develop a lesson plan that includes ELLs : http://www.colorincolorado.org/educators/content/lessonplan ~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010, • http://caslonpublishing.com/publication/differentiating-instruction-and-assessmentenglish/#reviews</p>
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History • Technology • Music
Lesson resources / Activities	Literature Models: <ul style="list-style-type: none"> • “Sonny’s Blue’s” by James Baldwin • “What makes a Short Story?” by Francine Prose • “Surrounded by Sleep” by Akhil Sharma • “No Name Woman” by Maxine Hong Kingston • “People Like That Are the Only People Here: Canonical Babbling in Peed Onk” by Lorrie Moore
Common Core Standards	
Strand(s): Writing	Standard(s): Text Types and Purposes: <u>CCSS.ELA-LITERACY.W.9-10.2, CCSS.ELA-LITERACY.W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <u>CCSS.ELA-LITERACY.W.9-10.3, CCSS.ELA-LITERACY.W.11-12.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing: <u>CCSS.ELA-LITERACY.W.9-10.4, CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>CCSS.ELA-LITERACY.W.9-10.5, CCSS.ELA-LITERACY.W.11-12.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>CCSS.ELA-LITERACY.W.9-10.6, CCSS.ELA-LITERACY.W.11-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display

<p>Reading: Literature</p>	<p>information flexibly and dynamically.</p> <p>Range of Writing: <u>CCSS.ELA-LITERACY.W.9-10.10</u>, <u>CCSS.ELA-LITERACY.W.11-12.10</u> 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, and audiences.</p> <p>Key Ideas and Details: <u>CCSS.ELA-LITERACY.RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <u>CCSS.ELA-LITERACY.RL.9-10.6</u> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. <u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence 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. <u>CCSS.ELA-LITERACY.RL.11-12.3</u> 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)</p> <p>Craft and Structure: <u>CCSS.ELA-LITERACY.RL.11-12.4</u> 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. (Include Shakespeare as well as other authors.)</p> <p>Integration of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.RL.9-10.9</u>, Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). <u>CCSS.ELA-LITERACY.RL.11-12.7</u> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>Range of Reading and Level of Text Complexity: <u>CCSS.ELA-LITERACY.RL.9-10.10</u>, By the end of grade 9/10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <u>CCSS.ELA-LITERACY.RL.11-12.10</u> By the end of grade 11/12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>College and Career Readiness Anchor Standard(s):</p>	<p>Key Ideas and Details: CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Craft and Structure: CCSS.ELA-LITERACY.CCRA.R.4</p>

	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCSS.ELA-LITERACY.CCRA.R.5</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. CCSS.ELA-LITERACY.CCRA.R.6</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.CCRA.R.7</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.CCRA.R.10</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>
--	---

Content Statement(s):	CPI # / CPI(s):
------------------------------	------------------------

[21st Century Themes](#)

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
------------------	---	----------------	-----------------

[21st Century Skills](#)

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
Curriculum**

Unit Title: Non-fiction/ Memoir

Unit #: 3

Course or Grade Level: Grades 9, 10, 11, 12 Advanced

Length of Time: 4 Weeks (Marking Period 2)

Pacing

January

Essential Questions

- What is the purpose of flashbacks in literature?
- What is non-fiction?
- How do character motives help a story develop?
- How do you structure your writing?
- What is the difference between subjectivity and objectivity?
- What is a memoir?

Content

- Non-fiction
- Flashback
- Time
- Character Motivation
- Structure
- Subjectivity vs. Objectivity
- Memoir
- Self-Discovery

Skills

- Analyze non-fiction literature models
- Write a memoir
- Write and share short pieces in journal from prompts: descriptions, memories, dreams, analyses, imitations
- Effectively use flashbacks in writing
- Identify character motivations
- Properly structure writing
- Differentiate between subjectivity and objectivity
- Use personal events/self-discovery to shape personal writing pieces

Assessments

- Daily Journal Entries
- Literature Analysis/Reflection Writing
- Student Writing: Personal Stories
- Letters: to self and others
- Memoir Review: Students will read a memoir independently and write a review on the novel.
- Personal Memoir
- Six-Word Memoir Illustration
- Collaborative Writing using Google Drive
- Self-Assessments
- Peer-Editing
- Benchmark Assessment: A compilation of original and revised work from the marking period.

Interventions / differentiated instruction

- Modifications/ Accommodations
- Extended time for completion of assignments or tests
- Additional time for reading assignments
- Time for repeated review or drill
- Small groups
- Reduction of paper/pencil tasks
- Shortened assignments
- Assignment notebooks
- Study sheets/summary sheets/outlines of most important facts
- Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.)
- Visual demonstrations
- Presentation of material in small steps
- Read or paraphrase subject matter
- Instructions/directions given in different channels (written, spoken, demonstration)
- Visual or multisensory materials

	<ul style="list-style-type: none"> • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners <p>~How to develop a lesson plan that includes ELLs : http://www.colorincolorado.org/educators/content/lessonplan ~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010, • http://caslonpublishing.com/publication/differentiating-instruction-and-assessmentenglish/#reviews</p>
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Art • History • Technology • Music
Lesson resources / Activities	<p>Literature Models:</p> <ul style="list-style-type: none"> • “Learning to Drive” by Katha Pollitt • Excerpt from <i>The Body Broken: A Memoir</i> By Lynne Greenberg • Excerpts from <i>Discovering Wes Moore</i> by Wes Moore • Excerpts from <i>Night</i> by Elie Wiesel • Excerpts from <i>Walden</i> by Henry David Thoreau <p>Six-Word Memoir Model: http://writing.upenn.edu/wh/archival/documents/sixwords/</p>
Common Core Standards	
Strand(s): Writing	Standard(s): Text Types and Purposes: <u>CCSS.ELA-LITERACY.W.9-10.2</u> , <u>CCSS.ELA-LITERACY.W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <u>CCSS.ELA-LITERACY.W.9-10.3</u> , <u>CCSS.ELA-LITERACY.W.11-12.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing: <u>CCSS.ELA-LITERACY.W.9-10.4</u> , <u>CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>CCSS.ELA-LITERACY.W.9-10.5</u> , <u>CCSS.ELA-LITERACY.W.11-12.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>CCSS.ELA-LITERACY.W.9-10.6</u> , <u>CCSS.ELA-LITERACY.W.11-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

<p>Reading: Literature</p>	<p>Range of Writing: <u>CCSS.ELA-LITERACY.W.9-10.10, CCSS.ELA-LITERACY.W.11-12.10</u> 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, and audiences.</p> <p>Key Ideas and Details: <u>CCSS.ELA-LITERACY.RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <u>CCSS.ELA-LITERACY.RL.9-10.6</u> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. <u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence 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. <u>CCSS.ELA-LITERACY.RL.11-12.3</u> 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)</p> <p>Craft and Structure: <u>CCSS.ELA-LITERACY.RL.11-12.4</u> 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. (Include Shakespeare as well as other authors.)</p> <p>Integration of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.RL.9-10.9,</u> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). <u>CCSS.ELA-LITERACY.RL.11-12.7</u> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>Range of Reading and Level of Text Complexity: <u>CCSS.ELA-LITERACY.RL.9-10.10,</u> By the end of grade 9/10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <u>CCSS.ELA-LITERACY.RL.11-12.10</u> By the end of grade 11/12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>College and Career Readiness Anchor Standard(s):</p>	<p>Key Ideas and Details: CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Craft and Structure: CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative,</p>

	<p>and figurative meanings, and analyze how specific word choices shape meaning or tone. CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>
--	---

Content Statement(s):	CPI # / CPI(s):
------------------------------	------------------------

[21st Century Themes](#)

Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
------------------	--	---	--	----------------	--	-----------------

[21st Century Skills](#)

Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Poetry/ Romance/Tragedy		Unit #: 4
Course or Grade Level: Grades 9, 10, 11, 12 Advanced		Length of Time: 8 weeks (Marking Period 3)
Pacing	February/March	
Essential Questions	<ul style="list-style-type: none"> • How is voice established in poetry? • How is meter used to establish rhythm? • How do sound devices influence poetry? • How does figurative language enhance poetry? • How are images created in poetry? • What is free verse? • What are the elements of a romance? • What are the elements of a tragedy? 	
Content	<ul style="list-style-type: none"> • Poetry • Voice • Rhyme • Rhythm • Sound Devices • Imagery • Allusion • Free Verse • Romance • Fairy Tale • Tragedy 	
Skills	<ul style="list-style-type: none"> • Analyze literature models • Write and share short pieces in journal from prompts: descriptions, memories, dreams, analyses, imitations • Identify poetic voice • Write poems using poetic and sound devices • Create a compilation of original fairy tales • Write original love stories • Understand the elements of a Romance • Understand the elements of a Tragedy 	
Assessments	<ul style="list-style-type: none"> • Original Poems • “Once Upon a Time”: Compilation of Original Fairy Tales • Love Story: Choose two famous lovers in history or literature; write your own interpretation of their love story. • Daily Journal Entries • Literature Analysis/Reflection Writing • Collaborative Writing using Google Drive • Self-Assessments • Peer-Editing • Benchmark Assessment: A compilation of original and revised work from the marking period. 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modifications/ Accommodations • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) 	

	<ul style="list-style-type: none"> • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Overhead/outline for desk use • Credit for class participation, effort and attendance • Additional time for test preparation • Review/testing matched to student pace • Test directions read/explained thoroughly • Oral, short-answer, modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners <p>~How to develop a lesson plan that includes ELLs : http://www.colorincolorado.org/educators/content/lessonplan ~ Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fairbairn and Stephaney Jones-Vo., published May 2010, • http://caslonpublishing.com/publication/differentiating-instruction-and-assessmentenglish/#reviews</p>
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Art • History • Technology • Music
Lesson resources / Activities	<p>Literature Models:</p> <ul style="list-style-type: none"> • Excerpts from <i>Pride and Prejudice</i> by Jane Austen • Excerpts from <i>Jane Eyre</i> by Charlotte Bronte • Excerpts from <i>The Notebook</i> by Nicholas Sparks • “Sonnet 18: Shall I Compare Thee to a Summer’s Day?” By William Shakespeare • “Sonnet 29: When in Disgrace with Fortune and Men’s Eyes” By William Shakespeare • “She Walks in Beauty” by Lord Byron • “A Glimpse” by Walt Whitman • Excerpts from <i>Macbeth</i> by William Shakespeare
Common Core Standards	
Strand(s): Writing	Standard(s): Text Types and Purposes: <u>CCSS.ELA-LITERACY.W.9-10.2, CCSS.ELA-LITERACY.W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <u>CCSS.ELA-LITERACY.W.9-10.3, CCSS.ELA-LITERACY.W.11-12.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing: <u>CCSS.ELA-LITERACY.W.9-10.4, CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>CCSS.ELA-LITERACY.W.9-10.5, CCSS.ELA-LITERACY.W.11-12.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>CCSS.ELA-LITERACY.W.9-10.6, CCSS.ELA-LITERACY.W.11-12.6</u>

<p>Reading: Literature</p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>Range of Writing: <u>CCSS.ELA-LITERACY.W.9-10.10</u>, <u>CCSS.ELA-LITERACY.W.11-12.10</u> 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, and audiences.</p> <p>Key Ideas and Details: <u>CCSS.ELA-LITERACY.RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <u>CCSS.ELA-LITERACY.RL.9-10.6</u> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. <u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence 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. <u>CCSS.ELA-LITERACY.RL.11-12.3</u> 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)</p> <p>Craft and Structure: <u>CCSS.ELA-LITERACY.RL.11-12.4</u> 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. (Include Shakespeare as well as other authors.)</p> <p>Integration of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.RL.9-10.9</u>, Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). <u>CCSS.ELA-LITERACY.RL.11-12.7</u> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>Range of Reading and Level of Text Complexity: <u>CCSS.ELA-LITERACY.RL.9-10.10</u>, By the end of grade 9/10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <u>CCSS.ELA-LITERACY.RL.11-12.10</u> By the end of grade 11/12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>College and Career Readiness Anchor Standard(s):</p>	<p>Key Ideas and Details: CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>

	<p>Craft and Structure: CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>
--	--

Content Statement(s):	CPI # / CPI(s):
------------------------------	------------------------

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
------------------	---	----------------	-----------------

21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
Curriculum**

Unit Title: Horror/Mystery/Science Fiction		Unit #: 5
Course or Grade Level: Grades 9, 10, 11, 12 Advanced		Length of Time: 10 Weeks (Marking Period 4)
Pacing	April/May/June	
Essential Questions	<ul style="list-style-type: none"> • What are the elements of horror? • What is a mystery? • Why do authors use theme of good vs. evil? • How do legends develop? • What is the purpose of a parody? • What are the elements of science fiction? 	
Content	<ul style="list-style-type: none"> • Horror • Good vs. Evil • Mystery • Revenge • Building Suspense • Constructing Cliffhangers • Science Fiction • Legends • Parody 	
Skills	<ul style="list-style-type: none"> • Analyze literature models • Write and share short pieces in journal from prompts: descriptions, memories, dreams, analyses, imitations • Understand the elements of Horror, Mystery, and Science Fiction • Create an original parody of music lyrics, literature, and art • Effectively build suspense in writing • Analyze urban and ancient legends 	
Assessments	<ul style="list-style-type: none"> • Mystery Re-Write • Original Horror Story • Original Urban Legend Series • Parody/Spoof of a Piece of Literature • Daily Journal Entries • Literature Analysis/Reflection Writing • Collaborative Writing using Google Drive • Self-Assessments • Peer-Editing • Benchmark Assessment: A compilation of original and revised work from the marking period. 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Modifications/ Accommodations • Extended time for completion of assignments or tests • Additional time for reading assignments • Time for repeated review or drill • Small groups • Reduction of paper/pencil tasks • Shortened assignments • Assignment notebooks • Study sheets/summary sheets/outlines of most important facts • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Read or paraphrase subject matter • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices 	

	<p><u>CCSS.ELA-LITERACY.RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><u>CCSS.ELA-LITERACY.RL.9-10.6</u> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence 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.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.3</u> 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)</p> <p>Craft and Structure: <u>CCSS.ELA-LITERACY.RL.11-12.4</u> 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. (Include Shakespeare as well as other authors.)</p> <p>Integration of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.RL.9-10.9</u>, Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). <u>CCSS.ELA-LITERACY.RL.11-12.7</u> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>Range of Reading and Level of Text Complexity: <u>CCSS.ELA-LITERACY.RL.9-10.10</u>, By the end of grade 9/10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <u>CCSS.ELA-LITERACY.RL.11-12.10</u> By the end of grade 11/12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>College and Career Readiness Anchor Standard(s):</p>	<p>Key Ideas and Details: <u>CCSS.ELA-LITERACY.CCRA.R.1</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <u>CCSS.ELA-LITERACY.CCRA.R.3</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Craft and Structure: <u>CCSS.ELA-LITERACY.CCRA.R.4</u> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>CCSS.ELA-LITERACY.CCRA.R.5</u> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <u>CCSS.ELA-LITERACY.CCRA.R.6</u> Assess how point of view or purpose shapes the content and style of a text.</p>

	<p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>
--	---

Content Statement(s):	CPI # / CPI(s):
------------------------------	------------------------

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
--	------------------	--	---	--	----------------	--	-----------------

21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		