COURSE TITLE

Creative Expression

LENGTH

Half Year
Grades 7 and/or 8

DEPARTMENT

English
Brian Ersalesi, Supervisor of English Language Arts and Fine, Practical & Performing Arts

SCHOOL

Union Middle School

DATE

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Creative Expression

I. Introduction/Overview/Philosophy

This elective allows budding writers the chance to creatively express themselves via multiple means of written genres. The class is taught in a workshop style. As students examine the various works presented, they will be involved in creating their own pieces as they read, experiment, collaborate and share with their peers to create their own works. This is a "hands-on" creative elective with students keeping a personal portfolio of their work. Students will also be exposed to various ways of experiencing the written word (i.e. choral readings, echo readings, alternate line readings, spoken word, beat poetry, etc.).

II. Objectives

Course Outline:

A. Poetry
   a. Single rhyme
   b. Double rhyme
   c. Triple rhyme
   d. Assonance
   e. Consonance
   f. Rhyme scheme
   g. Rhythm
      i. Iambic feet
      ii. Anapestic feet
      iii. Trochaic feet
      iv. Dactylic feet
      v. Spondaic feet
      vi. Pyrrhic feet
   h. Metrical lines
      i. Pentameter
   i. Literary devices
      i. Alliteration
      ii. Antithesis
      iii. Apostrophe
      iv. Hyperbole
      v. Litotes
      vi. Metaphor
      vii. Metonymy
      viii. Onomatopoeia
      ix. Oxymoron
      x. Personification
      xi. Simile
      xii. Synecdoche
   j. Ballad
   k. Sonnet
   l. Patchwork poem

    B. The Short Story
- a. View
  - i. Omniscient author
  - ii. 1st person main character
  - iii. 3rd person main character
  - iv. 1st person minor character
- b. Flashback/Transition
  - i. Parallel flashback
  - ii. Contrast flashback
- c. Character
  - i. Physical features
  - ii. Mannerisms
  - iii. Outstanding traits
- d. Point of view
- e. Mood
- f. Setting

    C. Script Writing
- a. Dialogue
- b. Character
- c. Conflicts
  - i. Human vs. God
  - ii. Human vs. nature
  - iii. Human vs. society
  - iv. Human vs. self
  - v. Human vs. human

    D. Writing the Children's Story
- a. Character
- b. Setting
- c. Language
- d. Dialogue

Student Outcomes:

After successfully completing this course, the student will be able to:

- Analyze and interpret samples of good creative writing, identifying and explaining an author's use of literary devices
- Apply effective strategies and techniques in their own writing
- Create and sustain a personal portfolio based on readings, research, and/or personal experience
- Write for a variety of purposes
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience

Creative Expression
- Analyze image as text
- Students will read for a variety of purposes
- Participate in workshop style critiques

NEW JERSEY STUDENT LEARNING STANDARDS
ENGLISH LANGUAGE ARTS

Grade 8

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. 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.

NJSLSA.R5. 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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Grade 8

Progress Indicators for Reading Literature

Key Ideas and Details

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.8. (Not applicable to literature)

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Grade 8

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. 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

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. 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.

Grade 8

Progress Indicators for Writing

Text Types and Purposes

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
    A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
    B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
    C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
    D. Establish and maintain a formal style.
    E. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

    A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

    B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

    C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

    D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

    E. Establish and maintain a formal style/academic style, approach, and form.

    F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

    A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

    B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

    C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

    D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

    E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

    A. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

    B. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Range of Writing

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Anchor Standards for Speaking and Listening

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Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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Grade 8

Progress Indicators for Speaking and Listening

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SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

    A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

    B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

     C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

     D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

<p align="center">Anchor Standards for Language</p>

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. 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.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

Grade 8

Progress Indicators for Language

Conventions of Standard English

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
    B. Form and use verbs in the active and passive voice.
    C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
    D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
    B. Use an ellipsis to indicate an omission.
    C. Spell correctly.

Knowledge of Language

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
    A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
    C. Consult 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 or its part of speech.
    D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    A. Interpret figures of speech (e.g. verbal irony, puns) in context.
    B. Use the relationship between particular words to better understand each of the words.
    C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

COMPANION STANDARDS FOR HISTORY, SOCIAL STUDIES, AND TECHNICAL SUBJECTS

History, Social Studies, Science and Technical Subjects
Grades 6-8

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. 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.

NJSLSA.R5. 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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Grades 6-8

Progress Indicators Reading History

Reading History and Social Studies
The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Grades 6-8
Progress Indicators Reading Science and Technical Subjects

Key Ideas and Details

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

 RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standards for Writing
Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. 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

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
NJSLSA.W10. 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.

Grades 6-8
Progress Indicators for Writing History, Science and Technical Subjects

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

WHST.6-8.1. Write arguments focused on *discipline-specific content*.
   A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   D. Establish and maintain a formal/academic style, approach, and form.
   E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Establish and maintain a formal/academic style, approach, and form.
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.3

(See note; not applicable as a separate requirement)

Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CRP1   Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2   Apply appropriate academic and technical skills
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP 3   Attend to personal health and financial well-being
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4   Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5   Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6   Demonstrate creativity and innovation
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7   *Employ valid and reliable research strategies*

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8   *Utilize critical thinking to make sense of problems and persevere in solving them*

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9   *Model integrity, ethical leadership and effective management*

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10   *Plan education and career paths aligned to personal goals*

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11   *Use technology to enhance productivity*

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12   *Work productively in teams while using cultural global competence*

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS
STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.A.4 - Graph and calculate data within a spreadsheet and present a summary of the results

8.1.8.A.5 - Create a database query, sort and create a report and describe the process, and explain the report results.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.8.B.1 - Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.8.C.1 - Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 - Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 - Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 - Assess the credibility and accuracy of digital content.

8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.8.F.1 - Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

TECHNOLOGY STANDARDS
STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.8.A.1 - Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).

8.2.8.A.2 - Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.

8.2.8.A.3 - Investigate a malfunction in any part of a system and identify its impacts.

8.2.8.A.4 - Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.

8.2.8.A.5 - Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.8.B.1 - Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.

8.2.8.B.2 - Identify the desired and undesired consequences from the use of a product or system.

8.2.8.B.3 - Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.

8.2.8.B.4 - Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.

8.2.8.B.5 - Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.

8.2.8.B.6 - Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.

8.2.8.B.7 - Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.8.C.1 - Explain how different teams/groups can contribute to the overall design of a product.

8.2.8.C.2 - Explain the need for optimization in a design process.

8.2.8.C.3 - Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

8.2.8.C.4 - Identify the steps in the design process that would be used to solve a designated problem.

8.2.8.C.5 - Explain the interdependence of a subsystem that operates as part of a system.

8.2.8.C.5a - Create a technical sketch of a product with materials and measurements labeled.

8.2.8.C.6 - Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.

8.2.8.C.7 - Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.

8.2.8.C.8 - Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.8.D.1 - Design and create a product that addresses a real world problem using a design process under specific constraints.

8.2.8.D.2 - Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.

8.2.8.D.3 - Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.

8.2.8.D.4 - Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.

8.2.8.D.5 - Explain the impact of resource selection and the production process in the development of a common or technological product or system.

8.2.8.D.6 - Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.8.E.1 - Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

8.2.8.E.2 - Demonstrate an understanding of the relationship between hardware and software.

8.2.8.E.3 - Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.

8.2.8.E.4 - Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).

21ST CENTURY LIFE AND CAREERS
STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

9.2.8.B.1 – Research careers within the 16 Career Clusters ® and determine attributes of career success.

9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes
information about career areas if interest, goals and an educational plan.

9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school,
home, work, and extracurricular activities for use in a career.

9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 – Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 – Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

III.   Proficiency Levels

Creative Expression is an elective course designed for students in grade 7 and/or 8. There is no prerequisite.

IV.   Methods of Assessment

Student Assessment
- A variety of assessments will be provided including, but not limited to, the following items:
    - Tests
    - Quizzes
    - Homework
    - Classwork
    - Class participation
    - Writing assignments
    - Oral presentations
    - Individual projects, presentations and reports
    - Group projects, presentations and reports
    - Technology projects
    - Journals
    - Teacher critique
    - Peer critique
    - Self critique
    - Rubric based discussion/analysis
    - Portfolios
    - Close-reading/Analysis of professional work

Curriculum/Teacher Assessment
The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V.   Grouping

Creative Expression is heterogeneously grouped for 7th and 8th grade students.

VI.   Articulation/Scope & Sequence/Time Frame

Creative Expression is a semester-long course.

VII.   Resources

Texts/Supplemental Reading/References

- References
    - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.

- Technology
  - Use of technology will conform to the following New Jersey Student Learning Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)
  - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.

- Supplies/Materials
  - Creative writing students must have abundant access to the Internet, poetry, song lyrics, short stories, children's stories, and essays.

VIII. Suggested Activities

- Analyze and interpret samples of good creative writing, identifying and explaining an author's use of literary devices
- Apply effective strategies and techniques in their own writing
- Create and sustain a personal portfolio based on readings, research and/or personal experience
- Write for a variety of purposes
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Students will read for a variety of purposes.
- Participate in workshop style critiques.

IX. Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).
- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

- 9.2.8.B.1 – Research careers and determine attributes of career success.

- 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an education plan.
- 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.
- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

X.   Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with the other departments on a regular basis.
The nature of an English Language Course demands varied text types and genres. Students will be exposed to informational and literary texts that may encompass any of the following areas: art, history, music, science, mathematics, business, and/or technology. Throughout the year, students will use resources from these areas in their English Language Arts class(es). This course reinforces concepts taught in:

- Social Studies
- Humanities
- Mathematics
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard

- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

Differentiation for Enrichment
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Poetry Unit ● Description: In this unit, students will be exposed to the technical attributes of poetry including rhyme, rhythm, and meter. Students will learn and practice identifying and using figurative language and literary devices commonly found in poetry. Throughout the course of the unit, students will gain an understanding of the genre of poetry through the use of mentor texts and students samples. Student-created pieces will be added to a portfolio (digital or paper). ● Materials: Teacher-selected mentor texts, sample autobiographical, lyrical, sonnet, formula,	5 weeks	*For Support:* ● Provide specific examples to be used as models for completion of literary device project ● Provide checklists for assignment completion ● Use a multi-media approach to accommodating various learning styles *For Enhancement:* ● Option to use more complex programs to complete projects, like iMovie ● Topic selection by interest within teacher guidelines ● Adjusting the pace of the lesson	*NJSLS – ELA:* ● RL.8.1, RL.8.3, RL.8.4, RL.8.5, RL.8.10, W.8.3, W.8.4, W.8.5, W.8.6, W.8.8, W.8.10, SL.8.1, SL.8.4, SL.8.5, L.8.1, L.8.2, L.8.3, L.8.5, L.8.6 *NJSLS – Companion:* ● RH.6-8.5 *21st Century Standards CRP:* ● 1, 4, 6, 7, 11, 12 *Technology Standards 8.1:* ● B.1, D.5, E.1 *Technology Standards 8.2:* ● N/A	*Formative Assessment:* In small groups, students will practice identifying the rhyme scheme of a Dr. Seuss book of their choice. Each student will label the lines of one page of the book to look for a common rhyme scheme. *Summative Assessment:* Students will work independently or in small groups to create presentations to teach the class about different literary devices including: alliteration, hyperbole, litotes, metaphor, metonymy, onomatopoeia, personification, simile,

			21st Century Standards 9.2: ● B.3	and synecdoche. Project will require a definition and example of each term found in pop culture (tv show, movie, commercial, or song) Presentations will be completed using the Google Slides of iMovie platforms.
sensory, haiku, tanka, patchwork, and sound device poems, titles from the school library, regular access to technology, student choice of text related to unit content (subject to teacher discretion and parent/guardian approval) ● Objective: To provide students with the framework necessary to create original pieces of poetry to add to their writing portfolio. SWBAT recognize rhyme schemes, rhythmic patterns, metrical lines, literary devices, and the traits of ballads and sonnets in sample poems; experiment with these poetic traits to create a portfolio piece				
Children's Story Unit ● Description: In this unit, students will be exposed to the genre of children's stories as a contrast to the young adult genre typically studied in middle school. Focus will be placed on the character, setting,	5 weeks	*For Support:* ● Use of technology to assist in creation of Children's Book (word processing program and digital images) ● Provide teacher feedback via teacher conferencing	*NJSLS – ELA:* ● RL.8.2, RL.8.3, RL.8.5, RL.8.6, RL.8.10, W.8.3, W.8.4, W.8.5, W.8.6, W.8.9.A, W.8.10, SL.8.1, L.8.1, L.8.2, L.8.3, L.8.5, L.8.6	*Formative Assessment:* Students will read and view multiple children's stories with a partner. They will make a list of common themes and characteristics of the stories read. Lists will be

language, and dialogue used in the genre, along with how these set the genre apart from other genres. ● Materials: Teacher-selected mentor texts, titles from the school library, regular access to technology, student choice of text related to unit content (subject to teacher discretion and parent/guardian approval), blank books for summative assessment (with covers and blank pages inside-minimum 16 pages) ● Objective: SWBAT read for a variety of purposes, including entertainment and analysis; analyze examples of children's story mentor texts, explaining what characteristics make the exemplar appropriate for the genre and effective for a young audience; create a piece of writing that is suitable for the children's story genre.		● Guide students in selecting appropriately leveled texts for individual ability levels *For Enhancement:* ● Student choice of children's book ● Enhanced expectations for independent study ● Flexible grouping	*NJSLS – Companion:* ● N/A *21st Century Standards CRP:* ● 1, 4, 6, 11 *Technology Standards 8.1:* ● 8.1.8.D.4, 8.1.8.E.1 *Technology Standards 8.2:* ● N/A *21st Century Standards 9.2:* ● 9.2.8.B.3	compared with other groups to identify common themes and characteristics of children's literature. *Summative Assessment:* Retold Children's Story - Students will rewrite a popular children's story or fairy tale from the point of view of a character than the original narrator. Steps of the writing process will be followed and stories will be published via blank story book. Students will illustrate and handwrite or type the text on each page.
Script Writing Unit ● Description: This unit will expose students to the genre of scripts and	5 weeks	*For Support:* ● Peer modeling and mentorship ● Choice of digital	*NJSLS – ELA:* ● RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6,	*Formative Assessment:* Students will view the scripts of an episode of

how dialogue and narrator insight are crucial to the genre. Character development and five types of conflicts will be explored and studied through the use of various mentor texts. ● Materials: access to ZSpace Lab (alternatively StoryboardThat.com platform can be utilized) ● Objective: SWBAT write for a variety of purposes, including in the form of a short script; follow the standard format for a script; transfer a completed script to panels of a storyboard; develop characters through the use of setting, dialogue, and conflict; identify and create five different types of conflicts in scripts		platform to be used for summative assessment ● Provide checklist of requirements for summative assessment *For Enhancement:* ● Content driven by student interest ● Adjusting the pace of the lesson ● Enhanced requirements and expectations on assignments and projects (number of slides/panels on StoryboardThat or ZSpace Tourbuilder)	RL.8.7, RL.8.10, W.8.3, W.8.4, W.8.5, W.8.6, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.4, SL.8.5, L.8.1, L.8.2, L.8.3, L.8.6 *NJSLS – Companion:* ● N/A *21st Century Standards CRP:* ● 1, 2, 4, 6, 8, 11 *Technology Standards 8.1:* ● 8.1.8.D.4, 8.1.8.E.1 *Technology Standards 8.2:* ● N/A *21st Century Standards 9.2:* ● 9.2.8.B.3	the original version of *The Twilight Zone: The Monsters Are Due on Maple Street*. Students will identify and label the script's parts including panels, dialogue, monologue, characters, stage directions, sound effects, thoughts, etc. *Summative Assessment:* *Differentiated Assessments: Enhanced Assessment - Students will animate their scripts using the ZSpace Tourbuilder program (when available). After completing a storyboard that includes all settings, characters, and dialogue in panel form, students will use the ZSpace machines to animate their scripts. They will add their characters, setting, and dialogue, along with movements, transitions, animations, and sounds. The end result will look

				like a short, stop-motion movie. Class Assessment - Students will use the StoryboardThat platform to add life to their scripts. Characters and settings will be created to match and enhance the originally written scripts.
Short Story Unit ● Description: Students will explore the short story genre through the used of mentor texts and school library titles. Story elements such as point of view, transitions, character mood, and setting will be reviewed and modeled. ● Materials: Teacher selected mentor texts, titles from the school library, regular access to technology, student choice of text related to unit content (subject to teacher discretion and parent/guardian approval) ● Objective: SWBAT identify the different	5 weeks	*For Support:* ● Modification of student expectations and products (essay length and paragraph requirements) ● Provide labeled exemplar of a short story to be used as a model when writing an original piece ● Use of visuals and graphic organizers to aid in meeting set expectations (summative essay) ● Provide audio files of short stories whenever available *For Enhancement:* ● Use of interest-based	*NJSLS – ELA:* ● RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6, RL.8.10, W.8.3, W.8.4, W.8.5, W.8.6, W.8.9.A, W.8.10, SL.8.1, SL.8.4, SL.8.5, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6 *NJSLS – Companion:* ● N/A *21st Century Standards CRP:* ● 1, 4, 6, 11 *Technology Standards 8.1:* ● N/A	*Formative Assessment:* Students will read sample passages from 5 different short stories. Students will identify the point-of-view through which the story is told and will highlight words from the text that reveal the point-of-view. *Summative Assessment:* Students will complete a short story analysis essay. Students will choose two stories that they want to use as a basis for their essay. Students will analyze the plot structure, point of view, setting,

points-of-view through which a story can be told; view and identify model texts that exhibit parallel and contrast flashbacks; identify the mood and tone of a story; identify and practice creating characters that are developed and dynamic; write a short story with a consistent point of view, developed characters, and a clear tone.		content
		●Adjusting pace of lessons and deadlines
		●Independent study on additional short stories selected by students; student-choice for analysis essay
			Technology Standards 8.2:
			  ● N/A
			
			21st Century Standards 9.2:
			  ●9.2.8.B.3
				mood, and characters of each short story. They will look for similarities and differences between the two texts, using their knowledge of the genre to support their analysis.