Unit/	Essential	Enduring	NJSSLA	Standard	Learning	Assessment	Interdiscipli	21st Century
Suggested	Questions	Understandings			Targets	Formative and	nary	Connections
Pacing						Summative	Connections	
Unit I	How do	Crafting poetry	NJSLSA.W4	W.11-12.4:	Students will	Formative:	8.1.12.F.2	9.1.12. A.1 Apply critical
	words form	requires the writer	Produce clear	Produce clear	expand their	- whole-class and	Analyze the	thinking and
Writing Poetry	images?	to select specific	and coherent	and coherent	vocabularies and	small-group	capabilities and	problem-solving
		words, build	writing in	writing in	awareness of the	discussions;	limitations of	strategies during
(five weeks)	Why are the	images, and convey	which the	which the	formation of the	- free writes;	current and	structured learning
	connotations	complex ideas	development,	development,	English language.	- poetry	emerging	experiences.
	and	exercising an	organization,	organization,		explications;	technology	
	denotations of	economy of	and style are	and style are	Students will	- student/teacher	resources and	9.1.12.D.1 Interpret
	words so	language and	appropriate to	appropriate to	become	conferences;	assess their	spoken and written
	important?	mastering poetic	task, purpose	task, purpose,	knowledgeable of	- collaborative	potential to	communication within the
		techniques.	and audience.	and audience.	the form and	learning groups;	address	appropriate cultural
	What effect is				structure of	- and quizzes.	educational,	context.
	gained by		NJSLSA.W5	W.11-12.5:	poetry.		career,	
	using various		Develop and	Develop and			personal, and	9.1.12.D.2 Determine the
	poetic		strengthen	strengthen	Students will learn		social needs.	immediate and long-term
	techniques?		writing as	writing as	how to analyze	Summative:		effects of cross-cultural
			needed by	needed by	and explicate	- formal written		misconceptions or
	What is my		planning,	planning,	poetry.	poetry, focused on		misunderstandings
	writing style?		revising,	revising,		but not limited to		resulting from past or
			editing,	editing,	Students will	the following skills:		current international
			rewriting or	rewriting, or	compose clear and	 creating vivid 		issues or events.
			trying a new	trying a new	properly	images;		
			approach.	approach, or	formatted poetry	 manipulating 		9.1.12.D.3 Explain why
				consulting a	that demonstrates	sound for		the ability to
			NJSLSA.W6	style manual	an understanding	effect;		communicate in another
			Use technology,	(such as MLA	of a specific	 establishing a 		language in an
			including the	or APA style),	poetic style.	purposeful		appropriate cultural
			Internet, to	focusing on		meter and		context is a valuable
			produce and	addressing what	Students will	rhyme.		21st-century skill.
			publish writing	is most	strengthen	- cin(E) poem;		
			and to interact	significant for a	planning, revising,	- poetry		9.1.12.F.2 Demonstrate a

1	I 1		T	
and collaborate			explications;	positive work ethic in
with others.	and audience.	rewriting skills.	- oral presentation	various settings, including
			on background of	the classroom and during
NJSLSA. W10	W.11-12.10.		poet of choice;	structured learning
Write routinely	Write		- and quizzes.	experiences.
over extended	routinely over			
time frames	extended time			9.3.12.C.5 Identify
(time for	frames (time			transferable skills in
research,	for research,			career choices and design
reflection, and	reflection, and			alternative career plans
revision) and	revision) and			based on those skills.
shorter time	shorter time			
frames (a single	frames (a			
sitting or a day	single sitting			
or two) for a	or a day or			
range of tasks,	two) for a			
purposes, and	range of			
audiences.	tasks,			
	purposes.			
NJSLSA.L1				
	L.11-12.4:			
command of the	A. Use context			
conventions of	(e.g., the overall			
standard	meaning of a			
English	sentence,			
grammar and	paragraph, or			
usage when	text; a word's			
writing or	position or			
speaking.	function in a			
	sentence) as a			
NJSLSA.L2	clue to the			
Demonstrate	meaning of a			
command of the				
conventions of				
standard	correctly use			
English	patterns of word			
_	changes that			

	indicate		
and spelling	different		
when writing.	meanings or		
	parts of speech		
NJSLSA.L3	(e.g., conceive,		
Apply	conception,		
	conceivable).		
language to	C. Consult		
understand how	general and		
	specialized		
functions in	reference		
	materials (e.g.,		
contexts, to	dictionaries,		
make effective	glossaries,		
	thesauruses),		
	both print and		
	digital, to find		
	the		
	pronunciation		
when reading	of a word or		
	determine or		
	clarify its		
	precise		
	meaning, its		
	part of speech,		
	its etymology,		
	or its standard		
multiple-meani			
	D. Verify the		
	preliminary		
	determination		
clues, analyzing			
	of a word or		
word parts, and			
	checking the		
_	inferred		
specialized	meaning in		

			reference	context or in a				
			materials, as	dictionary).				
			appropriate.					
				L.11-12.5:				
			NJSLSA.L5	A. Interpret				
			Demonstrate	figures of				
			understanding	speech (e.g.,				
			of word	hyperbole,				
			relationships	paradox) in				
			and nuances in	context and				
			word meanings.					
				role in the text.				
				B. Analyze				
				nuances in the				
				meaning of				
				words with				
				similar				
				denotations.				
Unit II	What do good	Students will write	NJSLSA.W.3	W.11-12.3:	Students will be	Formative:	8.1.12.F.2	9.1.12.F.2 Demonstrate a
	writers do?	narratives that	Write narratives		able to identify	- whole-class and	Analyze the	positive work ethic in
Writing Short		develop real or	to develop real	orient the reader	1	small-group	capabilities and	various settings, including
Stories	What is my	imagined	or imagined	by setting out a	plot.	discussions;	limitations of	the classroom and during
	purpose and	experiences using	experiences or	problem,		- free writes;	current and	structured learning
(five weeks)	how do I	effective technique,	events using	situation, or	Students will be	- sentence stems;	emerging	experiences.
	develop it?	well-chosen details,	effective	observation and	familiar with	- short story	technology	
		and well-structured	technique,	its significance,	narrative	annotations;	resources and	9.3.12.C.5 Identify
	Writing	event sequences.	well-chosen	establishing one	techniques.	- student/teacher	assess their	transferable skills in
	clearly: What	a	details, and	or more		conferences;	potential to	career choices and design
	makes a	Students will	well-structured	multiple	Students will	- collaborative	address	alternative career plans
	difference?	develop a writing	event	point(s) of	expand their	learning groups;	educational,	based on those skills.
	TT 11	style as facilitated	sequences.	view, and	vocabularies and	- individual	career,	
	What is my	by exposure to a	NITCE CA TVA	introducing a	awareness of the	exercises on form	personal, and	
	writing style?	variety of writing	NJSLSA.W4	narrator and/or	formation of the	and structure;	social needs.	
		techniques and	Produce clear	characters;	English language.	- peer review and		
		philosophies.	and coherent	create a smooth	G. 1	self-evaluation		
			writing in	progression of	Students will	exercises;		
			which the	experiences	strengthen	- and quizzes.	1	1

11	1/	1		
development,	and/or	planning, revising,		
organization,	characters.	editing, and		
_	B. Use narrative	rewriting skills.		
	techniques,		Summative:	
task, purpose	such as		- formal written	
and audience.	dialogue,		short stories,	
	pacing,		focused on but not	
	description,		limited to the	
Develop and	reflection, and		following skills:	
strengthen	multiple plot		 following the 	
writing as	lines, to develop		guidelines	
needed by	experiences,		established by	
planning,	events and/or		Joseph	
revising,	characters		Campbell's	
editing,	C. Use a variety		hero journey;	
rewriting or	of techniques to		 utilizing Ernest 	
trying a new	sequence events		Hemingway's	
approach.	so that they		iceberg method	
	build on one		of storytelling;	
NJSLSA.W6	another to		 and developing 	
Use technology,	create a		characters	
	coherent whole		through stream	
Internet, to	and build		of	
	toward a		consciousness.	
publish writing			- portfolio of	
	and outcome		student-generated	
	(e.g., a sense of		short stories;	
with others.	mystery,		- and quizzes.	
	suspense,		. 1	
NJSLSA. W10				
Write routinely				
	D. Use precise			
time frames	words and			
	phrases, telling			
\	details, and			
reflection, and	sensory			
· /	language to			
icvision) and	ranguage to			

1	1		
shorter time	convey a vivid		
frames (a single			
sitting or a day	experiences,		
or two) for a	events, setting,		
range of tasks,	and.or		
purposes, and	characters.		
audiences.	E. Provide a		
	conclusion that		
NJSLSA.L1	follows from		
Demonstrate	and reflects on		
command of the	what is		
conventions of			
standard	observed, or		
English	resolved over		
	the course of		
	the narrative.		
writing or			
speaking.	W.11-12.4:		
	Produce clear		
NJSLSA.L2	and coherent		
Demonstrate	writing in		
command of the			
conventions of			
	organization,		
English	and style are		
	appropriate to		
	task, purpose,		
and spelling	and audience.		
when writing.			
	W.11-12.5:		
NJSLSA.L3	Develop and		
Apply	strengthen		
knowledge of	writing as		
	needed by		
understand how	planning,		
functions in	editing,		
language	revising,		

	,		
diff	ferent rewriting, or		
con	ntexts, to trying a new		
	ke effective approach, or		
	oices for consulting a		
mea	aning or style manual		
styl	le, and to (such as MLA		
com	nprehend or APA style),		
mor	re fully focusing on		
whe	en reading addressing what		
and	l listening. is most		
	significant for a		
	SLSA.L4 specific purpose		
	termine or and audience.		
clar	rify the		
	aning of W.11-12.10.		
	known and Write		
	ltiple-meani routinely over		
	words and extended time		
	rases by frames (time		
	ng context for research,		
	es, analyzing reflection, and		
	aningful revision) and		
	rd parts, and shorter time		
	nsulting frames (a		
	neral and single sitting		
	cialized or a day or		
	erence two) for a		
	terials, as range of		
app	propriate. tasks,		
	purposes.		
	SLSA.L5		
	monstrate L.11-12.4 :		
	derstanding A. Use context		
	word (e.g., the overall		
	ationships meaning of a		
	I nuances in sentence,		
wor	rd meanings. paragraph, or		

• •	
text; a word's	
position or	
function in a	
sentence) as a	
clue to the	
meaning of a	
word or phrase.	
B. Identify and	
correctly use	
patterns of word	
changes that	
indicate	
different	
meanings or	
parts of speech	
(e.g., conceive,	
conception,	
conceivable).	
C. Consult	
general and	
specialized	
reference	
materials (e.g.,	
dictionaries,	
glossaries,	
thesauruses),	
both print and	
digital, to find	
the	
pronunciation	
of a word or	
determine or	
clarify its	
precise	
meaning, its	
part of speech,	
its etymology,	

	T			T	I			-
				or its standard				
				usage.				
				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.11-12.5:				
				A. Interpret				
				figures of				
				speech (e.g.,				
				hyperbole,				
				paradox) in				
				context and				
				analyze their				
				role in the text.				
				B. Analyze				
				nuances in the				
				meaning of				
				words with				
				similar				
				denotations.				
Unit III	What do good	Students will write	NJSLSA.W.3	W.11-12.3:	Students will be	Formative:	8.1.12.F.2	9.1.12.A.2 Participate in
	writers do?	commercially	Write narratives		able to identify	- whole-class and	Analyze the	online strategy and
Writing		formatted	to develop real	orient the reader		small-group	capabilities and	planning sessions for
Screenplays	What is my	screenplays that	or imagined	by setting out a	basic formatting	discussions;	limitations of	course-based,
	purpose and	develop real or	experiences or	problem,	elements of a	- free writes;	current and	school-based, or outside
(six weeks)	how do I	imagined	events using	situation, or	screenplay:	 screenplay stems; 	emerging	projects.
	develop it?	experiences using	effective	observation and		- screenplay	technology	
		effective technique,	technique,	its significance,	slug lines;	annotations;	resources and	9.1.12.C.4 Demonstrate

_	I		1			I		
	Writing	well-chosen details,	well-chosen	_	parentheticals;	- student/teacher	assess their	leadership and
	clearly: What	and well-structured	details, and	or more	dialogue;	conferences;	potential to	collaborative skills when
	makes a	event sequences.		multiple	• transitions;	- collaborative	address	participating in online
	difference?		event	point(s) of	and other	learning groups;	educational,	learning communities and
			sequences.	view, and	formatting	- individual	career,	structured learning
	Why is proper			introducing a	conventions.	exercises on form	personal, and	experiences.
	formatting so		NJSLSA.W4	narrator and/or		and structure;	social needs.	
	important?		Produce clear	characters;	Students will	- peer review and		9.1.12.C.5 Assume a
			and coherent	create a smooth	expand familiarity	self-evaluation		leadership position by
	What is my		writing in	progression of	with narrative	exercises;		guiding the thinking of
	writing style?		which the	experiences	techniques.	- and quizzes.		peers in a direction that
			development,	and/or				leads to successful
			organization,	characters.	Students will			completion of a
			and style are	B. Use narrative	1			challenging task or
			appropriate to	techniques,	vocabularies and	Summative:		project.
			task, purpose	such as	awareness of the	- formal written		
			and audience.	dialogue,	formation of the	screenplays,		9.1.12.F.2 Demonstrate a
				pacing,	English language.	focused on but not		positive work ethic in
			NJSLSA.W5	description,		limited to the		various settings, including
			Develop and	reflection, and	Students will	following skills:		the classroom and during
			strengthen	multiple plot	strengthen	 world building 		structured learning
			writing as	lines, to develop		in an already-		experiences.
			needed by	experiences,	editing, and	developed		
			planning,	events and/or	rewriting skills.	setting in		9.3.12.C.5 Identify
			revising,	characters		popular culture		transferable skills in
			editing,	C. Use a variety		 and creating a 		career choices and design
			rewriting or	of techniques to		wholly original		alternative career plans
			trying a new	sequence events		screenplay.		based on those skills.
			approach.	so that they		- portfolio of		
				build on one		student generated		
			NJSLSA.W6	another to		screenplays;		
			Use technology,	create a		- and quizzes.		
			including the	coherent whole				
			Internet, to	and build				
			produce and	toward a				
			publish writing	particular tone				
			and to interact	and outcome				

and	d collaborate (e.g			
wit	th others. mys	stery,		
		pense,		
NJ	SLSA. W10 grov	owth, or		
Wr	rite routinely reso	olution).		
ove	er extended D. U	Use precise		
tim	ne frames wor	rds and		
(tin	ne for phra	ases, telling		
resc	earch, deta	ails, and		
refl	lection, and sens	sory		
rev	rision) and lang	guage to		
sho		ivey a vivid		
frai	mes (a single pict	ture of the		
		periences,		
or t	two) for a ever	ents, setting,		
ran	ge of tasks, and			
pur		aracters.		
aud		Provide a		
	cone	nclusion that		
NJ:	SLSA.L1 follo	lows from		
Der	monstrate and	l reflects on		
con	nmand of the wha	at is		
	nventions of expe	perienced,		
		served, or		
Eng	glish reso	olved over		
gra	mmar and the	course of		
usa	ige when the	narrative.		
wri	iting or			
spe		11-12.4:		
	Proc	oduce clear		
		d coherent		
		iting in		
	nmand of the whi			
		velopment,		
		anization,		
		l style are		
cap	oitalization, appr	propriate to		

	ounctuation,	task, purpose,		
		and audience.		
	when writing.	and addience.		
		W.11-12.5:		
		Develop and		
		strengthen		
		writing as		
	anguage to	needed by		
	understand how			
		revising,		
	functions in	editing,		
		rewriting, or		
		trying a new		
		approach, or		
		consulting a		
		style manual		
s	style, and to	(such as MLA		
		or APA style),		
l r	nore fully	focusing on		
	when reading	addressing what		
ε	and listening.	is most		
		significant for a		
	NJSLSA.L4	specific purpose		
		and audience.		
	clarify the			
	meaning of	W.11-12.10.		
	unknown and	Write		
	multiple-meani	routinely over		
	ng words and	extended time		
	ohrases by	frames (time		
	using context	for research,		
	clues, analyzing	reflection, and		
	neaningful	revision) and		
	word parts, and	shorter time		
	consulting	frames (a		
	general and	single sitting		
	specialized	or a day or		
	specianzeu	or a day or		

	reference two) for a	
	materials, as range of	
	appropriate. tasks,	
	purposes.	
	NJSLSA.L5	
	Demonstrate L.11-12.4:	
	understanding A. Use context	
	of word (e.g., the overall	
	relationships meaning of a	
	and nuances in sentence,	
	word meanings. paragraph, or	
	text; a word's	
	position or	
	function in a	
	sentence) as a	
	clue to the	
	meaning of a	
	word or phrase.	
	B. Identify and	
	correctly use	
	patterns of word	
	changes that	
	indicate	
	different	
	meanings or	
	parts of speech	
	(e.g., conceive,	
	conception,	
	conceivable).	
	C. Consult	
	general and	
	specialized	
	reference	
	materials (e.g.,	
	dictionaries,	
	glossaries,	
	thesauruses),	
	uicsauruses),	

both print and
digital, to find
the
pronunciation
of a word or
determine or
determine of
clarify its
precise
meaning, its
part of speech,
its etymology,
or its standard
usage.
D. Verify the
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).
dictionary).
T 11 10 7
L.11-12.5:
A. Interpret
figures of
speech (e.g.,
hyperbole,
paradox) in
context and
analyze their
role in the text.
B. Analyze
nuances in the
meaning of

				words with			
				similar			
				denotations.			
Unit IV	Why do	Students will record	NJSLSA.W.3	W.11-12.3:	Students will use	Completion of the	9.1.12.F.2 Demonstrate a
	professional	thoughts,	Write narratives		journal entries to	assigned number of	positive work ethic in
Journals	writers write	observations, story		orient the reader	generate ideas for	entries per month.	various settings, including
	daily?	ideas daily to gain	or imagined	by setting out a	more formal and	1	the classroom and during
(eighteen weeks		discipline and an	experiences or	problem,	polished pieces.		structured learning
concurrently with	How do	understanding of	events using	situation, or	1		experiences.
other units)	writers	the creative writing	effective	observation and			•
,	formulate	process.	technique,	its significance,			
	story ideas?		well-chosen	establishing one			
			details, and	or more			
	What is my		well-structured	multiple			
	writing style?		event	point(s) of			
			sequences.	view, and			
				introducing a			
			NJSLSA.W4	narrator and/or			
			Produce clear	characters;			
				create a smooth			
			writing in	progression of			
			which the	experiences			
			development,	and/or			
			,	characters.			
			and style are	B. Use narrative			
			appropriate to	techniques,			
			task, purpose	such as			
			and audience.	dialogue,			
				pacing,			
				description,			
			Develop and	reflection, and			
			strengthen	multiple plot			
			writing as needed by	lines, to develop			
			planning,	experiences, events and/or			
			revising,	characters			
			•	C. Use a variety			
			editing,	C. Use a variety			

rewriting or	of techniques to		
trying a new	sequence events		
approach.	so that they		
	build on one		
NJSLSA.W6	another to		
Use technology,	create a		
including the	coherent whole		
Internet, to	and build		
produce and	toward a		
publish writing	particular tone		
	and outcome		
and collaborate	(e.g., a sense of		
with others.	mystery,		
	suspense,		
NJSLSA. W10	growth, or		
Write routinely			
over extended	D. Use precise		
time frames	words and		
(time for	phrases, telling		
research,	details, and		
reflection, and	sensory		
revision) and	language to		
shorter time	convey a vivid		
frames (a single	picture of the		
sitting or a day	experiences,		
or two) for a	events, setting,		
range of tasks,	and.or		
purposes, and	characters.		
audiences.	E. Provide a		
	conclusion that		
NJSLSA.L1	follows from		
Demonstrate	and reflects on		
command of the			
	experienced,		
standard	observed, or		
English	resolved over		
grammar and	the course of		

	the narrative.		
writing or			
	W.11-12.4:		
	Produce clear		
	and coherent		
	writing in		
command of the			
conventions of	development,		
	organization,		
	and style are		
capitalization,	appropriate to		
punctuation,	task, purpose,		
and spelling	and audience.		
when writing.			
	W.11-12.5:		
	Develop and		
	strengthen		
	writing as		
language to	needed by		
understand how			
	revising,		
	editing,		
	rewriting, or		
	trying a new		
	approach, or		
	consulting a		
	style manual		
	(such as MLA		
	or APA style),		
	focusing on		
	addressing what		
	is most		
	significant for a		
	specific purpose		
	and audience.		
clarify the			
meaning of	W.11-12.10.		

1			
unknown and	Write		
multiple-meani	routinely over		
ng words and	extended time		
phrases by	frames (time		
using context	for research,		
clues, analyzing			
meaningful	revision) and		
word parts, and	shorter time		
consulting	frames (a		
general and	single sitting		
specialized	or a day or		
reference	two) for a		
materials, as	range of		
appropriate.	tasks,		
ирргорише.	purposes.		
NJSLSA.L5	purposes.		
	L.11-12.4:		
understanding	A. Use context		
	(e.g., the overall		
	meaning of a		
and nuances in	sentence.		
word meanings.			
	text; a word's		
	position or		
	function in a		
	sentence) as a		
	clue to the		
	meaning of a		
	word or phrase.		
	B. Identify and		
	correctly use		
	patterns of word		
	changes that		
	indicate		
	different		
	meanings or		
	parts of speech		

	(e.g., conceive,		
	conception,		
	conceivable).		
	C. Consult		
	general and		
	specialized		
	reference		
	materials (e.g.,		
	dictionaries,		
	glossaries,		
	thesauruses),		
	both print and		
	digital to find		
	digital, to find		
	the		
	pronunciation		
	of a word or		
	determine or		
	clarify its		
	precise		
	meaning, its		
	part of speech,		
	its etymology,		
	or its standard		
	usage.		
	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.11-12.5:		
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	A. Interpret		
	figures of		
	speech (e.g.,		
	hyperbole,		
	paradox) in		
	context and		
	analyze their		
	role in the text.		
	B. Analyze		
	nuances in the		
	meaning of		
	words with		
	similar		
	denotations.		