

**Hillsborough Township Public Schools  
Grades 9–12**

**Creative Writing I Curriculum Map**

<b>Unit/ Suggested Pacing</b>	<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>NJSSLA</b>	<b>Standard</b>	<b>Learning Targets</b>	<b>Assessment Formative and Summative</b>	<b>Interdiscipli nary Connections</b>	<b>21<sup>st</sup> Century Connections</b>
<b>Unit I</b>  <b>Writing Poetry</b>  (five weeks)	<p>How do words form images?</p> <p>Why are the connotations and denotations of words so important?</p> <p>What effect is gained by using various poetic techniques?</p> <p>What is my writing style?</p>	<p>Crafting poetry requires the writer to select specific words, build images, and convey complex ideas exercising an economy of language and mastering poetic techniques.</p>	<p><b>NJSLSA.W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p><b>NJSLSA.W5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p><b>NJSLSA.W6</b> Use technology, including the Internet, to produce and publish writing and to interact</p>	<p><b>W.11-12.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.11-12.5:</b> Develop and strengthen writing as needed by planning, 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</p>	<p>Students will expand their vocabularies and awareness of the formation of the English language.</p> <p>Students will become knowledgeable of the form and structure of poetry.</p> <p>Students will learn how to analyze and explicate poetry.</p> <p>Students will compose clear and properly formatted poetry that demonstrates an understanding of a specific poetic style.</p> <p>Students will strengthen planning, revising,</p>	<p><b>Formative:</b> - whole-class and small-group discussions; - free writes; - poetry explications; - student/teacher conferences; - collaborative learning groups; - and quizzes.</p> <p><b>Summative:</b> - formal written poetry, focused on but not limited to the following skills:</p> <ul style="list-style-type: none"> <li>• creating vivid images;</li> <li>• manipulating sound for effect;</li> <li>• establishing a purposeful meter and rhyme.</li> </ul> <p>- cin(E) poem; - poetry</p>	<p>8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.</p>	<p>9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.</p> <p>9.1.12.D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.</p> <p>9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.</p> <p>9.1.12.F.2 Demonstrate a</p>

**Hillsborough Township Public Schools  
Grades 9–12**

**Creative Writing I Curriculum Map**

			<p>and collaborate with others.</p> <p><b>NJSLSA. W10</b> 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><b>NJSLSA.L1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>NJSLSA.L2</b> Demonstrate command of the conventions of standard English capitalization,</p>	<p>specific purpose and audience.</p> <p><b>W.11-12.10.</b> 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.</p> <p><b>L.11-12.4:</b> A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that</p>	<p>editing, and rewriting skills.</p>	<p>explications; - oral presentation on background of poet of choice; - and quizzes.</p>		<p>positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills.</p>
--	--	--	---	---	---------------------------------------	--	--	---

**Hillsborough Township Public Schools  
Grades 9–12**

**Creative Writing I Curriculum Map**

			<p>punctuation, and spelling when writing.</p> <p><b>NJSLSA.L3</b> 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 and listening.</p> <p><b>NJSLSA.L4</b> 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</p>	<p>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, 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</p>					
--	--	--	--	---	--	--	--	--	--

**Hillsborough Township Public Schools**  
**Grades 9–12**

**Creative Writing I Curriculum Map**

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

**Hillsborough Township Public Schools  
Grades 9–12**

**Creative Writing I Curriculum Map**

			<p>development, organization, and style are appropriate to task, purpose and audience.</p> <p><b>NJSLSA.W5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p><b>NJSLSA.W6</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>NJSLSA.W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and</p>	<p>and/or characters. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to</p>	<p>planning, revising, editing, and rewriting skills.</p>	<p><b>Summative:</b> - formal written short stories, focused on but not limited to the following skills:</p> <ul style="list-style-type: none"> <li>• following the guidelines established by Joseph Campbell's hero journey;</li> <li>• utilizing Ernest Hemingway's iceberg method of storytelling;</li> <li>• and developing characters through stream of consciousness.</li> </ul> <p>- portfolio of student-generated short stories; - and quizzes.</p>		
--	--	--	--	---	---	--	--	--

**Hillsborough Township Public Schools  
Grades 9–12**

**Creative Writing I Curriculum Map**

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

**Hillsborough Township Public Schools  
Grades 9–12**

**Creative Writing I Curriculum Map**

			<p>different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.</p> <p><b>NJSLSA.L4</b> 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.</p> <p><b>NJSLSA.L5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>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.</p> <p><b>W.11-12.10.</b> 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.</p> <p><b>L.11-12.4:</b> A. Use context (e.g., the overall meaning of a sentence, paragraph, or</p>				
--	--	--	---	--	--	--	--	--

**Hillsborough Township Public Schools**  
**Grades 9–12**

**Creative Writing I Curriculum Map**

				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,				
--	--	--	--	--	--	--	--	--



**Hillsborough Township Public Schools  
Grades 9–12**

**Creative Writing I Curriculum Map**

				<p>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).</p> <p><b>L.11-12.5:</b> 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.</p>				
<p><b>Unit III</b></p> <p><b>Writing Screenplays</b></p> <p>(six weeks)</p>	<p>What do good writers do?</p> <p>What is my purpose and how do I develop it?</p>	<p>Students will write commercially formatted screenplays that develop real or imagined experiences using effective technique,</p>	<p><b>NJSLSA.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique,</p>	<p><b>W.11-12.3:</b> A. Engage and orient the reader by setting out a problem, situation, or observation and its significance,</p>	<p>Students will be able to identify and implement the basic formatting elements of a screenplay:</p> <ul style="list-style-type: none"> <li>● action lines;</li> <li>● slug lines;</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- whole-class and small-group discussions;</li> <li>- free writes;</li> <li>- screenplay stems;</li> <li>- screenplay annotations;</li> </ul>	<p>8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and</p>	<p>9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.</p> <p>9.1.12.C.4 Demonstrate</p>

**Hillsborough Township Public Schools  
Grades 9–12**

**Creative Writing I Curriculum Map**

	<p>Writing clearly: What makes a difference?</p> <p>Why is proper formatting so important?</p> <p>What is my writing style?</p>	<p>well-chosen details, and well-structured event sequences.</p>	<p>well-chosen details, and well-structured event sequences.</p> <p><b>NJSLSA.W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p><b>NJSLSA.W5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p><b>NJSLSA.W6</b> Use technology, including the Internet, to produce and publish writing and to interact</p>	<p>establishing one or more multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences and/or characters.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome</p>	<ul style="list-style-type: none"> <li>• parentheticals;</li> <li>• dialogue;</li> <li>• transitions;</li> <li>• and other formatting conventions.</li> </ul> <p>Students will expand familiarity with narrative techniques.</p> <p>Students will expand their vocabularies and awareness of the formation of the English language.</p> <p>Students will strengthen planning, revising, editing, and rewriting skills.</p>	<p>- student/teacher conferences;</p> <p>- collaborative learning groups;</p> <p>- individual exercises on form and structure;</p> <p>- peer review and self-evaluation exercises;</p> <p>- and quizzes.</p> <p><b>Summative:</b></p> <p>- formal written screenplays, focused on but not limited to the following skills:</p> <ul style="list-style-type: none"> <li>• world building in an already-developed setting in popular culture</li> <li>• and creating a wholly original screenplay.</li> </ul> <p>- portfolio of student generated screenplays;</p> <p>- and quizzes.</p>	<p>assess their potential to address educational, career, personal, and social needs.</p>	<p>leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p> <p>9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills.</p>
--	---	--	--	--	--	---	---	---

**Hillsborough Township Public Schools  
Grades 9–12**

**Creative Writing I Curriculum Map**

			<p>and collaborate with others.</p> <p><b>NJSLSA. W10</b> 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><b>NJSLSA.L1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>NJSLSA.L2</b> Demonstrate command of the conventions of standard English capitalization,</p>	<p>(e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>W.11-12.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to</p>				
--	--	--	---	---	--	--	--	--

**Hillsborough Township Public Schools  
Grades 9–12**

**Creative Writing I Curriculum Map**

			<p>punctuation, and spelling when writing.</p> <p><b>NJSLSA.L3</b> 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 and listening.</p> <p><b>NJSLSA.L4</b> 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</p>	<p>task, purpose, and audience.</p> <p><b>W.11-12.5:</b> Develop and strengthen writing as needed by planning, 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.</p> <p><b>W.11-12.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or</p>				
--	--	--	--	--	--	--	--	--

**Hillsborough Township Public Schools**  
**Grades 9–12**

**Creative Writing I Curriculum Map**

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

**Hillsborough Township Public Schools**  
**Grades 9–12**

**Creative Writing I Curriculum Map**

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

**Hillsborough Township Public Schools  
Grades 9–12**

**Creative Writing I Curriculum Map**

				words with similar denotations.				
<b>Unit IV</b>  <b>Journals</b>  (eighteen weeks concurrently with other units)	Why do professional writers write daily?  How do writers formulate story ideas?  What is my writing style?	Students will record thoughts, observations, story ideas daily to gain discipline and an understanding of the creative writing process.	<b>NJSLSA.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  <b>NJSLSA.W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.  <b>NJSLSA.W5</b> Develop and strengthen writing as needed by planning, revising, editing,	<b>W.11-12.3:</b> A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences and/or characters. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters C. Use a variety	Students will use journal entries to generate ideas for more formal and polished pieces.	Completion of the assigned number of entries per month.		9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

**Hillsborough Township Public Schools  
Grades 9–12**

**Creative Writing I Curriculum Map**

			<p>rewriting or trying a new approach.</p> <p><b>NJSLSA.W6</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>NJSLSA.W10</b> 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><b>NJSLSA.L1</b> Demonstrate command of the conventions of standard English grammar and</p>	<p>of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of</p>				
--	--	--	--	--	--	--	--	--



**Hillsborough Township Public Schools  
Grades 9–12**

**Creative Writing I Curriculum Map**

			usage when writing or speaking.  <b>NJSLSA.L2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>NJSLSA.L3</b> 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 and listening.  <b>NJSLSA.L4</b> Determine or clarify the meaning of	the narrative.  <b>W.11-12.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b>W.11-12.5:</b> Develop and strengthen writing as needed by planning, 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.  <b>W.11-12.10.</b>				
--	--	--	--	---	--	--	--	--

**Hillsborough Township Public Schools  
Grades 9–12**

**Creative Writing I Curriculum Map**

			<p>unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><b>NJSLSA.L5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>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.</p> <p><b>L.11-12.4:</b> A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</p>				
--	--	--	--	---	--	--	--	--

**Hillsborough Township Public Schools**  
**Grades 9–12**

**Creative Writing I Curriculum Map**

				<p>(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, 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).</p> <p><b>L.11-12.5:</b></p>				
--	--	--	--	--	--	--	--	--

**Hillsborough Township Public Schools**  
**Grades 9–12**

**Creative Writing I Curriculum Map**

				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.				
--	--	--	--	--	--	--	--	--