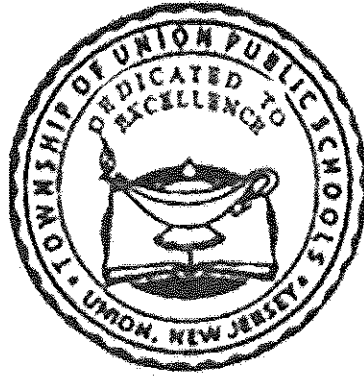


TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

**EN501
Creative Writing**

Adopted 06/2017

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

This course will consider the influence of and the relationship between the arts in terms of creative self-expression through the mediums of literature, music, film, and art. In particular, the students will analyze and appreciate the creative works of established writers and creative artists, resulting in the development of their own original writing. Writers will create personal prose and poetry, children's stories such as fairy tales and fables, a formal short story, and a number of poems in both form and free verse.

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1: Personal Explorations	NJSLSA.R4	W.11-12.5. W.11-12.3.	SL.11-12.1.	L.11-12.1.
Unit 2: Poetry	NJSLSA.R4	W.11-12.5. W.11-12.10.	SL.11-12.1.	L.11-12.3.
Unit 3: Children's Stories	NJSLSA.R5.	W.11-12.3. W.11-12.5. W.11-12.7. W.11-12.10.	NJSLSA.SL3. SL.11-12.1.	L.11-12.3.
Unit 4: Mythology	NJSLSA.R3.	W.11-12.5. W.11-12.1. W.11-12.10. NJSLSA.W7.	SL.11-12.1.	L.11-12.1
Unit 5: Ekphrasis	NJSLSA.R7.	W.11-12.5. W.11-12.10. W.11-12.6.	SL.11-12.1.	NJSLSA.L2.
Unit 6: Short Stories	RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.10	W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6	SL.11-12.1.	L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5
Unit 7: Stage Plays	RL.11-12.5 RL.11-12.7	W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.10	SL.11-12.1.	L.11-12.1 L.11-12.2 L.11-12.5
Unit 8: Screenplays	RL.11-12.3	W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.10	SL.11-12.1.	L.11-12.1 L.11-12.2 L.11-12.5
Unit 9: Capstone Project	RL.11-12.2 RL.11-12.5	W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6	SL.11-12.1 SL.11-12.4 SL.11-12.5	L11-12.1 L11-12.2

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	20
Unit 2	20
Unit 3	25
Unit 4	20
Unit 5	15
Unit 6	15
Unit 7	15
Unit 8	15
Unit 9	30

Unit 1: Personal Explorations

Unit Summary

Since this is a writing elective, the focus is on writing skills. Writing skills include essay writing in both objective and subjective perspectives, poetry writing, and reflective journals. These skills will help improve students' overall writing skills by providing them with a variety of genres.

Essential Questions

What is the difference between objective and subjective writing?

How does self-reflection improve writing?

How can peer reviewing improve writing?

READING

Critical Knowledge and Skills	Standards
analyze how specific word choices shape meaning or tone.	NJSLSA.R4
Suggested Materials/Educational Resources	
peer review form	

WRITING

Critical Knowledge and Skills	Standards
Write narratives to develop real or imagined experiences Develop and strengthen writing	W.11-12.3. W.11-12.5.
Suggested Materials/Educational Resources	
"I Am Poem" directions, name poem directions, objective/subjective writing directions, autobiographical journal directions	

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions	SL.11-12.1.
Suggested Materials/Educational Resources	
notes on objective/subjective writing, peer review form, teacher conference form	

LANGUAGE

Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1.
Suggested Materials/Educational Resources	
"I Am Poem" directions, name poem directions, objective/subjective writing directions, autobiographical journal directions	

ASSESSMENT PLAN		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
"I Am" poem Name poem Objective essay Subjective essay		Unit portfolio
District/School Texts		District/School Supplementary Materials
None		task directions
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Autobiographical journal project	narrative writing	spelling, grammar, punctuation

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://docs.google.com/a/twpunionschools.org/document/d/1DBBTxpS2meqr_r-7dqf_2GoQdNKfGjp0oukux-OigvU/edit?usp=sharing

Unit 2: Poetry

Unit Summary

Since this is a writing elective, the focus is on writing skills. Writing skills include poetry, group collaboration, editing/revising, prewriting, peer reviewing, and reflective journals. These skills will help improve students' overall writing skills by providing them with a variety of genres.

Essential Questions

- What is the purpose of writing poetry?
- How can a writer defeat writer's block?
- What are examples of different types of poetry?
- How can a writer incorporate different literary devices into his/her writing?
- How can peer review help a writer improve?
- What are effective methods of revision?

READING

Critical Knowledge and Skills	Standards
analyze how specific word choices shape meaning or tone.	NJSLSA.R4
Suggested Materials/Educational Resources	
peer review form, poetry term definitions, copies of poems	

WRITING

Critical Knowledge and Skills	Standards
Develop and strengthen writing as needed Write routinely over extended time frames	W.11-12.5. W.11-12.10.
Suggested Materials/Educational Resources	
poem directions, notes on freewriting and poetry styles	

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions	SL.11-12.1.
Suggested Materials/Educational Resources	
peer review form	

LANGUAGE

Critical Knowledge and Skills	Standards
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.	L.11-12.3
Suggested Materials/Educational Resources	

peer review form, poetry directions

ASSESSMENT PLAN

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
Poetry analysis Freewriting activity peer review		Unit portfolio	
District/School Texts		District/School Supplementary Materials	
District/School Writing Tasks			
Task	Primary Focus	Secondary Focus	
Poem writing	following structure and form	use of language/style	

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

https://docs.google.com/a/twpunionschools.org/document/d/1722CVKt-oE_mIQmFoQn7DsOZHl4AQWoaIOGwY5P2Z2Y/edit?usp=sharing
https://docs.google.com/a/twpunionschools.org/document/d/1jzgpv5w8zRRFE62ePwqG-HxoNKY_Y3ihqQiTWYF6-w8/edit?usp=sharing

Unit 3: Children's Stories

Unit Summary

Since this is a writing elective, the focus is on writing skills. Writing skills include narrative writing, group collaboration, researching, editing/revising, prewriting, peer reviewing, and reflective journals. These skills will help improve students' overall writing skills by providing them with a variety of genres.

Essential Questions

- How can a fable teach a lesson (moral)?
- What are the elements of a fable?
- What is the difference between a fairy tale and a folk tale?
- What are the elements of a fairy tale/folk tale?
- How can parody, satire, and/or irony be used to fracture a fairy tale?
- How can peer review help a writer improve?
- What are effective methods of revision?
- How can prewriting help a writer plan out a narrative?

READING	
Critical Knowledge and Skills	Standards
Analyze the structure of texts	NJSLSA.R5.
Suggested Materials/Educational Resources	
copies of children's stories and fables	

WRITING	
Critical Knowledge and Skills	Standards
Write narratives to develop real or imagined experiences	W.11-12.3.
Develop and strengthen writing as needed	W.11-12.5.
Conduct short as well as more sustained research projects to answer a question	W.11-12.7.
Write routinely over extended time frames	W.11-12.10.
Suggested Materials/Educational Resources	
PowerPoint notes, prewriting packets, assignment directions	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	NJSLSA.SL3.
Initiate and participate effectively in a range of collaborative discussions	SL.11-12.1.
Suggested Materials/Educational Resources	
teacher conference form, peer review form, copies of children's stories and fables, <i>Shrek 2</i>	

LANGUAGE	
Critical Knowledge and Skills	Standards
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	L.11-12.3.
Suggested Materials/Educational Resources	
assignment directions	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Fables Peer review Fairy tale Movie project	Unit portfolio	
District/School Texts	District/School Supplementary Materials	
none	<i>Shrek 2</i>	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Fractured fairy tale project	narrative writing	research

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
http://aesopfables.com/ https://docs.google.com/a/twpunionschools.org/document/d/1UxrbJVWhzMMKlrEseDEEQPo8ehxdGS8LDsY4Rq1_OGQ/edit?usp=sharing

Unit 4: Mythology

Unit Summary

Since this is a writing elective, the focus is on writing skills. Writing skills include myth writing, group collaboration, editing/revising, prewriting, peer reviewing, and reflective journals. These skills will help improve students' overall writing skills by providing them with a variety of genres.

Essential Questions

- What are the elements of an origin/creation myth?
- How do origin/creation myths vary by country?
- What are the characteristics of an archetypal hero?
- What makes someone a hero?
- What are the elements of a hero myth?
- How can peer review improve writing?

READING

Critical Knowledge and Skills	Standards
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	NJSLSA.R3.
Suggested Materials/Educational Resources	

WRITING

Critical Knowledge and Skills	Standards
Develop and strengthen writing as needed Write arguments to support claims Write routinely over extended time frames Conduct short as well as more sustained research projects	W.11-12.5. W.11-12.1. W.11-12.10. NJSLSA.W7.
Suggested Materials/Educational Resources	
PowerPoint notes, worksheets, peer review WS, <i>Hercules</i> (film)	

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions	SL.11-12.1.
Suggested Materials/Educational Resources	
peer review WS, <i>Hercules</i> (film)	

LANGUAGE

Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage	L.11-12.1.

when writing or speaking.	
Suggested Materials/Educational Resources	
worksheets, peer review WS	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
myth WS notes hero WS group discussion Myths	Differentiated mythology project <i>Hercules</i> project	
District/School Texts	District/School Supplementary Materials	
none	<i>Hercules</i>	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Hero myth	narrative writing	grammar, spelling, punctuation

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
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https://docs.google.com/presentation/d/1GIBTYzY0L3T9ee7c9bZUOOCx8mDg40T0_v7Sm5k42FM/edit?usp=sharing

Unit 5: Ekphrasis (Writing about Art)

Unit Summary

Since this is a writing elective, the focus is on writing skills. Writing skills include independent writing, editing/revising, free writing, peer reviewing, and reflective journals. These skills will help improve students' overall writing skills by providing them with a variety of genres.

Essential Questions

- What is ekphrasis?
- What elements of a piece should a writer analyze when writing about art?
- How does free writing help a writer?
- How does self-reflection and editing improve a writer's work?

READING

Critical Knowledge and Skills	Standards
Integrate and evaluate content presented in diverse media and formats,	NJSLSA.R7.
Suggested Materials/Educational Resources	
PowerPoint notes, copies of art pieces	

WRITING

Critical Knowledge and Skills	Standards
Develop and strengthen writing as needed Write routinely over extended time frames Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.5. W.11-12.10. W.11-12.6
Suggested Materials/Educational Resources	
PowerPoint notes, copies of art pieces	

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions	SL.11-12.1.
Suggested Materials/Educational Resources	
peer review form, copies of art pieces	

LANGUAGE

Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	NJSLSA.L2.
Suggested Materials/Educational Resources	

peer review form, copies of art pieces

ASSESSMENT PLAN		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Freewriting		Unit portfolio
District/School Texts		District/School Supplementary Materials
none		none
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Ekphrasis pieces	narrative writing	capitalization, punctuation, and spelling

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://docs.google.com/a/twpunionschools.org/document/d/114-Q3Yur3J_qclySmjT3DbufxqrQRitPB7l6U-78-s/edit?usp=sharing

Unit 6: Short Stories

Unit Summary

Students will focus on the elements of a short story and writing a cohesive plot and strong characters. Students will work on character development, plot development, and effective dialogue. Writing activities include independent writing, editing/revising, free writing, peer reviewing, and reflective journals.

Essential Questions

1. What are the essential elements of a short story?
2. What literary techniques should a student know and what reading strategies should a student apply when reading a short story?
3. What writing techniques should students employ when writing a short story?

READING	
Critical Knowledge and Skills	Standards
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact	RL.11-12.5
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.6
By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.	RL.11-12.10

Suggested Materials/Educational Resources

Selected short stories
Short story analysis worksheet

WRITING

Critical Knowledge and Skills	Standards
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, 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.	W.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
Suggested Materials/Educational Resources	
Practice writing activities Revision worksheets	

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions	SL.11-12.1.
Suggested Materials/Educational Resources	
Peer revision worksheets	

LANGUAGE

Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.11-12.3
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
Suggested Materials/Educational Resources	
Figurative language terms dictionary thesaurus	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Terms quiz Class work exercises Journaling/free writes	Unit Portfolio Original Short Story	
District/School Texts	District/School Supplementary Materials	
n/a	n/a	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Original Short Story	Narrative writing	grammar and conventions

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<u>Short Story PPT</u>

Unit 7: Stage Plays

Unit Summary

Students will focus on the elements of a stage play and writing a cohesive plot and strong characters that will translate well on the stage. Students will work on character development, plot development, and effective dialogue. Writing activities include independent writing, editing/revising, free writing, peer reviewing, and reflective journals.

Essential Questions

1. How can a conflict in our lives be interpreted into a written play?
2. How can we write a short play effectively?
3. How do we use dialogue to create conflict between characters?

READING

Critical Knowledge and Skills	Standards
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	RL.11-12.7
Suggested Materials/Educational Resources	
One act plays Stage Play analysis worksheet	

WRITING

Critical Knowledge and Skills	Standards
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a	W.11-12.5

style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	
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.	W.11-12.10
Suggested Materials/Educational Resources	
Monologue and Soliloquy writing assignments Individual and group dialogue sparks Group writing assignments One Act play writing assignment	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions	SL.11-12.1.
Suggested Materials/Educational Resources	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
Suggested Materials/Educational Resources	
Stage play terms dictionary thesaurus	

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
Terms quiz Class work exercises	Unit Portfolio Original One Act Play

Journaling/free writes		
District/School Texts	District/School Supplementary Materials	
n/a	n/a	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Original One Act Play	Stage Playwriting	grammar and conventions

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS		
Stage playwriting PPT		
Stage playwriting student packet		
Playwriting 101		

Unit 8: Screenplays

Unit Summary

Students will focus on the elements of a screenplay and writing a cohesive plot and strong characters that will translate well on the screen. Students will work on character development, plot development, and effective dialogue. Writing activities include independent writing, editing/revising, free writing, peer reviewing, and reflective journals.

Essential Questions

1. How does screenwriting differ from other types of drama
2. How do we craft realistic characters?

READING

Critical Knowledge and Skills	Standards
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL.11-12.3
Suggested Materials/Educational Resources	
Various sections of screenplays (and accompanying video clips)	

WRITING

Critical Knowledge and Skills	Standards
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, 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.	W.11-12.5
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or	W.11-12.10

a day or two) for a range of tasks, purposes.	
Suggested Materials/Educational Resources	
<ul style="list-style-type: none"> ● comic strip springboards ● film critique worksheets ● storyboard worksheets ● screenwriting culminating assignment ● peer review checklist/worksheet 	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions	SL.11-12.1.
Suggested Materials/Educational Resources	
<ul style="list-style-type: none"> ● film clips 	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
Suggested Materials/Educational Resources	
<ul style="list-style-type: none"> ● screenwriting terms ● dictionary ● thesaurus 	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Screenwriting terms assessment Class work exercises	Unit portfolio Original screenplay	
District/School Texts	District/School Supplementary Materials	
n/a	n/a	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
10-minute Screenplay	Screenwriting	grammar and conventions

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

The Script Lab

Writing your First Screenplay

Formatting Guide

Unit 9: Independent Study

Unit Summary

This final unit of study is the culmination of writing skills and genre study students have completed throughout the school year. Students are able to choose the genre in which they would like to write and will provide the guidelines and constraints under which they will write.

Essential Questions

1. What is a capstone?
2. How do you motivate yourself to write independently?
3. What are manageable sections of writing?
4. How can peer revision help improve my writing?

READING	
Critical Knowledge and Skills	Standards
Determine two or more themes or central ideas of a text and analyze their development over the course of a text, including how they interact and build on one another to produce a complex account	RL.11-12.2
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5
Suggested Materials/Educational Resources	
<ul style="list-style-type: none"> ● Capstone project requirements ● Peer review forms 	

WRITING	
Critical Knowledge and Skills	Standards
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.11-12.4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, 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.	W.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
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.	W.11-12.10
Suggested Materials/Educational Resources	
<ul style="list-style-type: none"> ● Capstone project requirements ● Peer review forms 	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions	SL.11-12.1
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SL.11-12.5
Suggested Materials/Educational Resources	
<ul style="list-style-type: none"> ● Capstone project requirements ● Peer review forms 	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
Suggested Materials/Educational Resources	
<ul style="list-style-type: none"> • Capstone project requirements • Peer review forms 	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Capstone proposal 3 Benchmarks Peer Review Self-Reflection	Final Capstone writing Capstone presentation	
District/School Texts	District/School Supplementary Materials	
n/a	n/a	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Capstone writing	sustained independent writing	grammar and conventions

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<u>Capstone Requirements</u> <u>Sample Capstone Proposal</u> <u>Sample Capstone Research</u>