BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

COLUMBIA MIDDLE SCHOOL
ENGLISH DEPARTMENT

<u>FAN FICTION</u>

Curriculum Guide

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on August 11, 2022   .

VISION STATEMENT

In accordance with the National Council of Teachers of English (NCTE), the English department adopts the Council's philosophy which "promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language."

Our goals are to encourage students to critically and creatively read and write, with an added focus on the state assessment program. We seek to prepare the students for the state assessment by focusing on a variety of literary texts and narrative writing.

In its focus upon the five Student Learning Standards, the department emphasizes several important skills:

Reading Literature
As a result of reading, the students gain a broader vocabulary and general knowledge base.

Writing
As a result of their analysis of literature throughout the course, students are able to identify and employ effective writing techniques through narrative and descriptive writing. They will ultimately publish their work in a digital format.

Speaking and Listening
As a result of class discussion, students are able to communicate their thoughts clearly and develop an ability to clarify and refine their own ideas.

Language
As a result of reading and writing exercises throughout the course, students will gain a command of the English language and an understanding of conventional grammar, vocabulary, and figurative language in context.

MISSION STATEMENT

The mission of the Fan Fiction course is to draw students into engaging creative writing experiences that will build and strengthen their creative output, literacy skills and communication skills, ultimately preparing them to be self-motivated citizens of the twenty-first century with a strong "voice" and newly-ignited passion for writing.

Students in middle school have spent much time in their core subjects reading and analyzing a variety of texts. This course will transition them into a world where they have complete control over their own stories while also exploring and developing their writer's voice. They will be encouraged to delve into their creative minds to produce authentic writing based on the stories and characters for which they already share a passion.

Students will review writing that can be defined as fan fiction and evaluate why such stories continue to emerge in our society. Through this lens, students will begin to explore the purpose and meaning behind this genre of literature. They will evaluate multiple texts and explore their own favorite stories and character. They will critically examine other pieces of fan fiction with a distinct focus on characters, settings, and events. They will craft authentic pieces of fan fiction continuing the stories of the characters they choose. These stories will be peer reviewed, published, and added to personal portfolios.

Throughout the course of the year, students will construct writing that is narrative and descriptive in format. They will routinely engage in the writing process (prewriting, drafting, revising, editing, and publishing) to produce clear, coherent, creative, and thoughtful pieces, utilizing language that is specific to audience and purpose.

In order to expand knowledge of English language conventions, students will study grammatical concepts including spelling, capitalization, punctuation usage, and correct sentence structure.

The craft and structure of writing will be addressed through various mini-lessons, mentor texts, and model pieces. Students will learn to experiment with various modes of diction, syntax, and organization in order to narrate a story and describe with creative detail. They will also focus on deeper analysis of various aspects of creative writing: syntax, character development, suspense, dialogue, and theme.

In alignment with the New Jersey Student Learning Standards, students will proficiently write, with increasing sophistication, to present the relationship between ideas and information. This mission is accomplished by the use of several major learning tools, including but not limited to:
- Marshaling textual evidence from literary texts to support the analysis of a claim
- Writing routinely over both extended and shorter time frames for a variety of tasks, purposes, and audiences
- Employing Writers' Notebook models and techniques with a goal of encouraging informal creative writing
- Using modern technology to create and refine writing

COURSE PROFICIENCIES
COURSE OBJECTIVES

1. To develop students' awareness of writing, in which the development, organization, and style are appropriate to task, purpose, and audience.
2. To develop students' ability to utilize literary structure, techniques, and devices within writing of various genres.
3. To develop students' ability to analyze mentor texts and convey their ideas and appropriate style, through written and oral reflection.
4. To provide opportunities for students to hone their questioning and speaking skills through preparation for, and delivery of, presentations, small group discussions, and class discussions.
5. To develop student listening comprehension and active listening skills.
6. To increase student competency in the conventions of standard English, including spelling, grammar, word choice, phrasing, capitalization, punctuation, and correct sentence structure.

STUDENT PROFICIENCIES

The student will be able to:

Writing
1. Communicate ideas clearly and coherently through writing.
2. Develop and produce stories through the writing process of brainstorming, drafting, revising, editing, and publishing.
3. Develop and produce narrative and descriptive writing to create imagined experiences and events that clearly and logically follow a plot diagram through the writing process of brainstorming, drafting, revising, editing, and publishing.

Reading
1. 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 choice on meaning and tone.
2. Analyze how differences in the point of view of the writer, characters, and audience create effects that contribute to style and tone.
3. Use mentor texts and video clips to compare and contrast the overall structure of writing in different forms or genres.

Language
1. Demonstrate a command of Standard English grammar and usage when writing or speaking, including the use of proper tense, point-of-view, and parallel construction.
2. Demonstrate command of the conventions of Standard English, including capitalization, punctuation, and spelling when writing.
3. Determine or clarify the meaning of unknown and multiple meaning words or phrases, including context clues, and demonstrate dictionary and thesaurus skills.
4. Demonstrate an understanding of figurative language, word relationships, and nuances in word meaning, including connotations and denotations.

Speaking and Listening
1. Effectively engage in collaborative discussions, such as one-on-one, group, and teacher-led, relating to sixth grade topics and texts.
2. Interpret and analyze main ideas and supporting details presented in a variety of mentor texts.
3. Identify and evaluate a speaker's argument as it relates to pertinent evidence within the text.
4. Demonstrate command of formal English, adapting speech to a variety of contexts and tasks.

METHODS OF EVALUATION

1. Classwork
2. Class participation
3. Activities and projects
4. Cooperative learning assignments
5. Formal and informal writing assignments

MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education
- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes

- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented
- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities
- Student choice

ELL's

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions

- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504's
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction

- Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure
- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
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- Assessment read aloud
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- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Diversity, Equity, and Inclusion Curriculum Statement

Berkeley Heights public schools are committed to recognizing diversity and promoting equity, tolerance, and inclusion in our classrooms. We encourage a safe, welcoming, and inclusive environment for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. Our curriculum infuses teaching of these principles and addresses all associated standards and laws. This includes, but is not limited to:

C.18A:35-4.35 - History of disabled and LGBT persons

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

18A:35-28. Instruction on Holocaust, genocides required in elementary, secondary school curriculum

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Section: 52:16A-88: Responsibilities, duties of Amistad Commission

g. to develop, in consultation with the Department of Education, curriculum guidelines for the teaching of information on the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African-Americans to our country. Every board of education shall incorporate the information in an appropriate place in the curriculum of elementary and secondary school students;

Examples of how these concepts and principles are infused into this curriculum include:
- Students interpret character-based scenarios from alternate perspectives, drawing on their own understanding of events and conflict -SEL
- Student will employ their capacity to empathize with a character to create a logical alternative piece of writing that is true to an original character - SEL
- Students will analyze how different individuals might act, react, think, respond, etc. in different situations based on that character's personal experiences - DEI L+

Additionally, components of this are tagged throughout the curriculum as appropriate (i.e. standards, objectives, activities). Tagging convention is outlined below:
- DEI - Diversity, Equity and Inclusion Learning
- AM - Learning associated with Amistad

- HG - Learning associated with Holocaust and Genocide
- SEL - Social-Emotional Learning
- L+ - Learning associated with LGBTQ+ and Neurodiverse communities

Climate Change Curriculum Statement

With the adoption of the [2020 New Jersey Student Learning Standards (NJSLS)](#), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the [2016 NJSLS-English Language Arts (ELA) and Mathematics](#) do not have specific climate change standards, districts may want to consider how they can design [interdisciplinary climate change units](#) that incorporate relevant ELA and mathematics standards. Likewise, it may be helpful to review the [2020 NJSLS documents](#) to identify other relevant standards that might be incorporated as well as to understand the role of core ideas, performance expectations and practices in curriculum development and lesson planning.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increased college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

2020 NJSLS - Career Readiness, Life Literacies, and Key Skills Practices	
CLKS-P1	Act as a responsible and contributing community member and employee.
CLKS-P2	Attend to financial well-being.
CLKS-P3	Consider the environmental, social and economic impacts of decisions
CLKS-P4	Demonstrate creativity and innovation.
CLKS-P5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS-P6	Model integrity, ethical leadership and effective management.
CLKS-P7	Plan education and career paths aligned to personal goals.
CLKS-P8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS-P9	Work productively in teams while using cultural/global competence.

Pacing Guide

Unit Number	Unit Name	Suggested Pacing
1	Story Setup/Text Investigators	3 weeks
2	Committing to Characters	2 weeks
3	Writing and Publishing	3 weeks

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

Unit 1: Story Setup/Text Investigators

Duration: 3 weeks

Overview: This unit lays the groundwork for the creative writing that will be completed throughout the course. It focuses on the parts of a story, the elements of fiction, and evaluating the structure of stories.

Standards: RL.7/8. 1-10; RI.7/8. 1-10; W.7/8. 1-10; SL.7/8. 1-6; L.7/8. 1-6

Technology: 9.4.8.IML.4

Career Readiness: 9.2.8.CAP.1; 9.2.8.CAP.10; 9.4.8.CI.4; 9.4.8.GCA.2

Cross-Curricular: PS.6-8; LS.6-8; ESS.6-8

Essential Questions:
- Why do the same stories keep showing up?
- Why do authors create fanfiction?
- What are the stages that all writers go through in order to produce a piece of writing?
- What is the common structure of a fictional text?
- How do the elements of fiction play into a good, well-structured text?

Student Learning Objectives:
Students will know and be able to:
- Evaluate Structure and Elements of Fiction.
    1. Character
    2. Plot
    3. Theme
    4. Setting
    5. Dialogue
    6. Sequence of Events
    7. Literary Devices
- Analyze popular texts and story formats.
    1. Short stories, Novels/Series, Poems
    2. Celebrities (politicians, historical figures, athletes)
    3. TV, Movies, Short Films
    4. Video Games
- Summarize, rate, suggest, and review different types of fictional texts.
- Notice and examine parallels among common stories DEISEL

- Analyze model paragraphs and mentor texts for characters and events which could be redeveloped into a new piece of fiction. DEISEL L+
- Understand and apply each stage of the writing process (prewriting, drafting, revising, editing, and publishing) to the development of various writing assignments.
- Identify and examine the characteristics of a well-written paragraph and demonstrate the structure visually.
- Analyze the purpose of a main idea; construct a clear and coherent main idea.
- Infuse vivid sensory detail into writing with the assistance of the Show, Not Tell strategy.
- Draft, edit, and revise paragraphs, both individually and collaboratively, with the assistance of peer revision and teacher conferencing.
- Demonstrate knowledge of the grammar and conventions addressed throughout the year.

Possible Activities
- Research and evaluate stories that are "retold" (avoid redundancy)
- Formal writing exercises
- Quizzes/Graded Check-ins
- Mentor Text Analysis
- Writer's Responses

Unit 2: Committing to Characters
Duration: 3 weeks

Overview: This unit allows students to delve deeply into character analysis. They will examine a chosen character in multiple settings and circumstances, and perhaps place them into other existing plots. Students will employ their empathy as readers to create a new life for a given character and unravel his or her story.

Standards: RL.7/8. 1-10; RI.7/8. 1-10; W.7/8. 1-10; SL.7/8. 1-6; L.7/8. 1-6

Technology: 9.4.8.IML.4

Career Readiness: 9.4.8.CI.4; 9.4.8.GCA.2

Cross-Curricular: PS.6-8; LS.6-8; ESS.6-8

Essential Questions:
- What happens when you envision a prequel?
- What has happened in the "deleted scenes?"
- How does structure impact the engagement of the audience?
- How can our empathy for a character drive our development of that character?

- What are the components of an effective narrative re: organization, development, style, and conventions?

Student Learning Objectives:
Students will know and be able to:
- Choose a worthy character. DEIL+
- Unravel the character's story. DEISEL L+
- Add to the character's...character. DEISEL L+
- Identify the differences between fan fiction and parody.
- Examine different story structures and choose one that works best for the development of both plot and character.
- Demonstrate knowledge of plot structure by analyzing well-known stories, mentor texts, and film clips.
- Reflect on the personal obstacles that humans experience throughout their lives. DEISEL L+
- Identify the characteristics and qualities that make an effective protagonist. DEISEL
- Apply each stage of the writing process (prewriting, drafting, revising, editing, and publishing) to the development of a narrative writing assignment.
- Organize a plot sequence that unfolds logically and naturally.
- Experiment with sensory detail and figurative language in order to produce descriptive sentences.
- Identify and apply the conventions of dialogue correctly.

Possible Activities
- Research and compare the structure of stories
- Formal writing exercises
- Quizzes/Graded Check-ins
- Mentor Text Analysis
- Writer's Responses

Unit 3: Writing and Publishing
Duration: 3 weeks

Overview: This unit has students examine various story structures to select the best one for the development of their plot and character. Students will explore the importance of dialogue as a tool to drive a plot forward and provide deeper insight into a character and his/her relationships. Finally, this unit will encourage rigorous self and peer editing with the ultimate goal of publication of final pieces.

Standards: RL.7/8. 1-10; RI.7/8. 1-10; W.7/8. 1-10; SL.7/8. 1-6; L.7/8. 1-6

Technology: 9.4.8.IML.4

Career Readiness: 9.4.8.CI.4; 9.4.8.GCA.2; 9.4.8.IML.13

Cross-Curricular: PS.6-8; LS.6-8; ESS.6-8

Essential Questions:
- How can we connect/relate to the learning experiences of protagonists in literature? DEISEL L+
- What story structure best develops our characters and plot?
- How does dialogue enhance the development of characters, set the mood and drive the plot forward?
- How does an existing text help inform the writing of a new story?
- How is peer-editing vital to the writing process?

Student Learning Objectives:
Students will know and be able to:
- Reimagine the story.
- Zoom into a moment.
- Create a missing scene.
- Draw inferences from works of literature.
- Engage in close reading practices in order to analyze key ideas/details, craft and structure, and integration of knowledge/ideas throughout works of literature.
- Define and identify theme as a literary term.
- Analyze literary elements such as character actions, conflict, mood, and plot in order to determine a theme statement.
- Construct a theme statement that is strong, effective, and insightful.
- Experiment with powerful beginnings and endings through analyzing and modeling mentor texts.
- Draft, edit, and revise narratives, both individually and collaboratively, with the assistance of peer revision and teacher conferencing.
  - Provide and accept meaningful reader feedback toward the goal of improving writing; revise and edit using the praise, question, polish method.
  - Complete a self-assessment of their own writing through using a revision checklist that is aligned to the assignment rubric.
- Demonstrate knowledge of the grammar and conventions addressed throughout the year.

Possible Activities
- Evaluate peer work (invite "beta-readers" to participate in feedback)
- Formal and informal writing exercises to develop plot and characters
- Quizzes/Graded Check-ins
- Mentor Text Analysis
- Writer's Responses

SUGGESTED MATERIALS AND RESOURCES

Prentice Hall Literature: Timeless Voices, Timeless Themes. Bronze Level. Upper Saddle River, New Jersey: Prentice Hall, 2005.

Online resources for texts and editing structures (such as ReadWriteThink.org, writingcommons.org)

*Or other literature, video, or digital materials of equal academic worth