



Creative Writing

Grades 10, 11, & 12

Course Number 0114

5 Credits

July 2020

I. Course Description:

Creative writing is a full-year course that emphasizes improving each student's ability to communicate via the written word. Students will explore a variety of writing methods, including journaling, nonfiction, fiction, drama, poetry, and more. Reading, interpretation, and analyzation skills will be strengthened through exposure to various genres (nonfiction, fiction, drama, and poetry) and authors. Students will gain a sound understanding of the elements and forms of writing through the cultivations of their own creations. In this course, students will develop their own writing style with close attention paid to the development of voice. This will be accomplished through the writing and editing process, moving from initial drafts to perfected pieces. In addition to broadening the literary scope of all students in this course and developing an artistic appreciation for the beauty of language, those enrolled in Creative Writing will learn the value of giving and receiving critiques. This focus on constructive feedback allows students to further develop their communication skills and will strengthen their ability to create future written content

II. Units:

Content Area:	Creative Writing	Grade(s)	10-12
Unit Plan Title:	Introduction to Creative Writing & Nonfiction		
NJSLS Standard(s) Addressed in this Unit			
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Questions (3-5)

Can the elements of nonfiction provide readers with a clear understanding of the author's purpose?
Does viewing and analyzing nonfiction and informational texts make us better creators of those types of texts?
Does exploration and reading nonfiction help individuals to explore and understand the world?
What is the best way to approach development and revision of works?
How and why is constructive criticism a necessary part of revision?

Anchor Text

Burroway, Janet. *Imaginative Writing: The Elements of Craft*. Boston: Pearson 2015. (ISBN-10: 0-13-405324-9)

Informational Texts (3-5)

Chapter 3 (anchor) – Voice- *Your Voice* (48), *Persona* (50), *Irony* (52), *Character Voice* (53), *Point of View* (55)

Chapter 7 (anchor) – Development & Revision- *Developing a Draft* (197), *Structuring* (199), *Research* (202), *Revision* (203), *Editing* (209), *The Workshop* (208)

Creative Writing Now: How to Write a Critique (web article)

Chapter 8 (anchor) – Creative Nonfiction (225)- *Essay/Creative Nonfiction* (226), *Memoir/Personal Essay* (227), *Techniques of Creative Nonfiction* (229), *Facts and Truth* (234)

The Importance of Creative Writing <https://redtri.com/the-importance-of-creative-writing-for-kids/>

Benefits to Creative Writing <https://www.proofreadnow.com/blog/7-benefits-of-creative-writing-exercises>

How to Be a Critic <http://www.hunter.cuny.edu/rwc/handouts/the-writing-process-1/invention/Writing-a-Critique>

<https://www.creative-writing-now.com/how-to-write-a-critique.html>

Short Texts (1-3)

Do He Have Your Number, Mr. Jeffrey? (237)

Ragnorak Boy (251)

Roughing it (257)

<https://www.mindtools.com/pages/article/fake-news.htm>

<https://www.factcheck.org/2016/11/how-to-spot-fake-news/>

Formative & Summative Assessments

All projects are completed in stages or drafts. First drafts function as formative assessments while final drafts function as summative assessments.

Something that Scares You

Autobiography Project (Chapters 1, 2, & 3)

Memoir Essay (fact vs. fiction)

Movie Review & Book Review

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

FlipGrid

Google Classroom

Google Docs

Google Slides

NewsELA

NoRedInk

PowerPoint

YouTube

Websites (links above)

Suggested Time Frame:

8-9 weeks

Content Area:	Creative Writing	Grade(s)	10-12
Unit Plan Title:	Fiction & Drama		
NJSLS Standard(s) Addressed in this unit			
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Questions (3-5)

- Which element of fiction is most necessary for telling a story?
- Does a writer's background affect the content they produce?
- How important is perspective to the delivery of fiction?
- Which form of dramatic writing provides the reader with a more complete view of a story?
- How does the use of dialogue in drama shape how a story is told?

Anchor Text

Burroway, Janet. *Imaginative Writing: The Elements of Craft*. Boston: Pearson 2015. (ISBN-10: 0-13-405324-9)

Informational Texts (3-5)

- Chapter 5 (anchor) – Setting-** *Setting as World* (137), *Setting as Camera* (141), *Setting as Mood and Symbol* (144), *Setting as Action* (146), *Setting as World* (137), *Setting as Camera* (141), *Setting as Mood and Symbol* (144), *Setting as Action* (146)
- Chapter 6 (anchor) – Story-** *Story as Journey* (167), *Story as a Power Struggle* (168), *Story as a Connection and Disconnection* (171)
- Chapter 9 (anchor) – Fiction-** *Story & Plot* (260), *Scene and Summary* (263), *Backstory and Flashback* (266), *Text and Subtext* (268)
- Chapter 11 (anchor) – Drama-** *The Difference Between Drama & Fiction* (329), *Sight: Sets, Action, Costume, Props* (331)
Sound: Verbal & Nonverbal (333), *Structure: Making a Scene* (339)
- Teaching Confidence with Drama-*<https://www.theatrefolk.com/blog/how-do-we-encourage-confidence-in-students/>

Short Texts (1-3)

- Bigfoot Stole my Wife* (290)
- The Lottery*
- Original Short Drama Scripts*
- <https://www.atcstudios.org/young-playwrights-project>
- <https://www.playwriting101.com/>
- <http://www.screenwriting.com/wp-content/uploads/how-to-write-a-screenplay-workbook-final.pdf>

<https://www.simplyscripts.com/original-short-drama-scripts.html>

<http://www.movieoutline.com/articles/scriptwriting-for-beginners-learning-the-basics-of-screenwriting.html>

Formative & Summative Assessments

All projects are completed in stages or drafts. First drafts function as formative assessments while final drafts function as summative assessments

Color [In] Theory

Autobiography (chapters 4, 5, & 6)

Persona Monologue

Character Development Project

Create Your Own Fairytale / Twisted Tradition

ATC Playwrights Project

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

FlipGrid

Google Classroom

Google Docs

Google Slides

NewsELA

NoRedInk

PowerPoint

YouTube

Websites (links above)

Suggested Time Frame:

12-13 weeks

Content Area:

Creative Writing

Grade(s)

10-12

Unit Plan Title:

Poetry

NJSLS Standard(s) Addressed in this unit

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

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

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

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

Essential Questions (3-5)

Which literary devices and elements best define the art of poetry?

Can poetry have a positive effect on how people view themselves and others?

Can poetry be an effective and powerful form of expression in addition to an accurate portrayal of a person, place, thing, or idea?

Can personal experiences depicted in writing serve a purpose other than self-expression?

Anchor Text

Burroway, Janet. Imaginative Writing: The Elements of Craft. Boston: Pearson 2015. (ISBN-10: 0-13-405324-9)

Informational Texts (3-5)

Chapter 2 (anchor) – Image- *Image and Imagination* (16), *Concrete, Significant Details* (20), *Figures of Speech* (24)

Chapter 4 (anchor) – Character- *Character as Desire* (95), *Character as Image* (97), *Character as Voice* (99), *Character as Action* (102)
Character as Thought (104), *Character as Presented by Author* (106), *Character as Conflict* (107), *Stock and flat Characters* (108)

Chapter 10 (anchor) - Poetry- *Formal and Free Verse* (298), *Working with Sound* (302), *The Poetic Line* (305), *Imagery, Connotation, and Metaphor* (307), *Density & Intensity* (310), *Finding the Poem* (315)

Poetry- Why it is so important-<https://www.theatlantic.com/education/archive/2014/04/why-teaching-poetry-is-so-important/360346/>

Short Texts (1-3)

There is No Word (320)

Michiko Dead & “Jack Gilbert – An Appreciation” (article, link below)

Robert Frost, *The Road Not Taken*

http://www.readwritethink.org/files/resources/p-as_docs/PoetryandProse.pdf

<http://shakespeare.mit.edu/Poetry/sonnets.html>

<https://www.familyfriendpoems.com/>

<https://bodyliterature.com/2012/11/16/friday-pick-jack-gilbert-an-appreciation/>

<https://www.poetryfoundation.org/poems/43407/michiko-dead>

<http://www.pw.org>

<http://www.poets.org/>

Formative & Summative Assessments

All projects are completed in stages or drafts. First drafts function as formative assessments while final drafts function as summative assessments.

Poetry Analysis

Author Study or Poet Biography

Poetry Book

Something that Challenged/Changed You

Spoken Word Original Piece/Performance

Autobiography (Chapters 7, 8, 9, & 10)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas

FlipGrid

Google Classroom

Google Docs

Google Slides

NewsELA

NoRedInk

PowerPoint

Websites (links above)

YouTube

Suggested Time Frame:

12-13 weeks

III. Instructional Strategies for Creative Writing

Provide multiple means of representation, action and expression, and engagement
 Promote self-regulation techniques
 Engaging in discussion (whole class/small group)
 Reading silently and aloud
 Listening and speaking activities
 Watching and responding to media
 Brainstorming (think-aloud/written)
 Listing
 Free writing
 Drafting/Writing/Revising/Editing
 Participating in small or large groups
 Researching to make connections to texts and classroom discussions

Collaborative projects
 Answering questions (oral/written)
 Summarizing
 Debating
 Analyzing texts, discussions, etc.
 Paraphrasing
 Annotating texts
 Peer teaching
 Conferencing
 Interviewing (topic specific questioning/collecting data/creating questions)
 Playing games
 Note taking/note making

IV. Assessments

Creative Writing is a project-based elective that utilizes first drafts as formative assessments and final drafts as summative assessments.

V. Scope and Sequence

SKILLS TO BE LEARNED	I – INTRODUCE, D - DEVELOP IN DEPTH, R – REINFORCE, M - MASTER
Determine what the text says explicitly.	IDR
Make logical inferences and relevant connections from text	IDR
Cite specific textual evidence when writing or speaking to support conclusions drawn from the text	IDR
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and idea	IDR
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.	IDR

Analyze how specific word choices shape meaning or tone.	IDR
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	IDR
Analyze and reflect on how two or more texts address similar themes or topics	IDR
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	IDR
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	IDR
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	IDR
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.	IDR
Demonstrate command of formal English when indicated or appropriate.	IDR
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	IDR

VI. Course Textbooks, Instructional Resources, and Software:

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VII. Student Handout

Course

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Writing will learn the value of giving and receiving critiques. This focus on constructive feedback allows students to further develop their communication skills and will strengthen their ability to create future written content.

PROFICIENCIES:

Determine what the text says explicitly.

Make logical inferences and relevant connections from text.

Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.

Analyze how specific word choices shape meaning or tone.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

Demonstrate command of formal English when indicated or appropriate.

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