

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Creative Writing	Course Number: A 0143
Department: English	Grade(s): 10, 11, & 12
Level(s): Academic	Credit: 1
Course Description: Creative Writing provides students with opportunities to develop their literary talents. This course includes a study of varied forms of prose and poetry and gives students the experience to write creatively in different genres. In addition, students will contribute to publications.	
Required Instructional Materials <i>The Creative Writer's Craft</i> (1999).	Completion/Revision Date Adopted by Board of Education October 18, 2004

Mission Statement of the Curriculum Management Team

The mission of the Language Arts Curriculum Management Team is to ensure that all students develop a high level of proficiency and independence in reading, writing, speaking, listening, and viewing, enabling them to become lifelong, effective communicators in a culturally diverse society.

Enduring Understandings for the Course

- Writing expands understanding of the world, its people, and oneself.
- Writing is a reflective process.
- Writing is a multi-stage process.
- Writing benefits from collaboration and feedback.
- Language is a means of self-expression.
- Writers use strategies to construct meaning.
- Writers communicate insight into the human condition.
- Writers compose original works with different purposes in mind.
- Effective short story writing relies on a command of various structures.
- Writers explore the depth of human conflicts, motivations, and behaviors.
- Written communication and proper grammar mechanics promote fluency of communication.

LEARNING STRAND

1.0 The Creative Process

ENDURING UNDERSTANDING(S)

- Writing expands understanding of the world, its people, and oneself.
- Writing is a reflective process.
- Writing is a multi-stage process.
- Writing benefits from collaboration and feedback.

LEARNING OBJECTIVES The student will:

- 1.1 Generate ideas for writing using a variety of techniques such as free writing, writing from prompts, journal entries, imitations, direct observations, dreams, memories, etc.
- 1.2 Create desired literary effect by experimenting with structural techniques such as flashback, point of view, sequence of events, stanzas, rhyming patterns, line breaks, etc.
- 1.3 Compose original drafts.
- 1.4 Revise to develop meaning using techniques such as changing tense, reconsidering point of view, altering structure, evaluating word choice, intensifying conflict, reading aloud, considering constructive feedback from peers, etc.
- 1.5 Edit and proofread to enhance fluency by omitting needless words, varying sentence structure, describing specific details, using vivid verbs, editing prepositional phrases, checking spelling, applying conventions of standard English grammar and usage.
- 1.6 Share final product through presentations, oral readings, writers' workshops, publications, portfolios, etc.

INSTRUCTIONAL SUPPORT MATERIALS

SUGGESTED INSTRUCTIONAL STRATEGIES

- Cooperative learning
- Group discussion
- Peer conferencing
- Writers' workshop
- Performance by students
- Projects
- Critiques
- Classroom discussion
- Modeling
- Lecture
- Journals

SUGGESTED ASSESSMENT METHODS

- Authentic writing
- Creative writing
- Portfolio
- Projects
- Presentations
- Journals
- Self-evaluation
- Conferencing
- Critique
- Publication

LEARNING STRAND

2.0 Poetry

ENDURING UNDERSTANDING(S)

- Language is a means of self-expression.
- Writers use strategies to construct meaning.
- Writers communicate insight into the human condition.

LEARNING OBJECTIVES – The student will:

- 2.1 Create poetic effect by applying literary techniques such as metaphor, similes, imagery, etc.
- 2.2 Experiment with poetic forms such as haikus, cinquains, sonnets, free verse, etc.
- 2.3 Compose original poetry.
- 2.4 Revise poetry for word choice, tone, effect, etc.
- 2.5 Develop a critical stance by evaluating poetry for meaning, form, originality, and purpose.
- 2.6 Express meaningful connections through understanding of theme, conflict, tone, etc.
- 2.7 Present poetry through oral presentations, publications, performances, etc.

INSTRUCTIONAL SUPPORT MATERIALS

SUGGESTED INSTRUCTIONAL STRATEGIES

- Cooperative learning
- Group discussion
- Peer conferencing
- Writers' workshop
- Performance by students
- Projects
- Critiques
- Classroom discussion
- Modeling
- Lecture
- Journals
- Attendance at a performance of poetry
- Oral presentations
- Student-directed lessons
- Field trips
- Speakers
- Cloze procedure

SUGGESTED ASSESSMENT METHODS

- Authentic writing
- Creative writing
- Portfolio
- Projects
- Presentations
- Journals
- Self-evaluation
- Conferencing
- Critique

LEARNING STRAND

3.0 Short Story

ENDURING UNDERSTANDING(S)

- Writers compose original works with different purposes in mind.
- Writers use elements of fiction to compose effective short stories.
- Writers explore the depth of human conflicts, motivations, and behaviors.
- Writers use conventions of standard English grammar and usage to promote fluency.

LEARNING OBJECTIVES – The student will:

- 3.1 Create original short stories by applying the elements of fiction such as plot, setting, characterization, and theme.
- 3.2 Create unity of effect by applying literary devices such as irony, symbolism, allegory, and figurative language.
- 3.3 Experiment with a variety of narrative structures such as flashback, suspense, and sequence of events.
- 3.4 Create well-developed, meaningful characters by using effective dialogue, description, point of view, and conflict.
- 3.5 Revise for fluency and literary effect.
- 3.6 Edit and revise for conventions of standard English grammar and usage.
- 3.7 Experiment with a variety of genres such as memoirs, narratives, plays, etc.
- 3.8 Share original fiction through presentations, oral readings, and publications.

INSTRUCTIONAL SUPPORT MATERIALS

SUGGESTED INSTRUCTIONAL STRATEGIES

- Cooperative learning
- Group discussion
- Peer conferencing
- Writers' workshop
- Performance by students
- Projects
- Critiques
- Modeling
- Journals
- Oral presentations
- Student-directed lessons
- Field trips
- Speakers
- Cloze procedure
- Reading assignments
- Teacher conferences

SUGGESTED ASSESSMENT METHODS

- Authentic writing
- Creative writing
- Portfolio
- Projects
- Presentations
- Journals
- Self-evaluation
- Conferencing
- Critiques