

## Wilson Area School District Planned Course Guide

**Title of planned course:** Creative Writing

**Subject Area:** English

**Grade Level:** 11 / 12

**Course Description:** Creative Writing is a half year course designed to provide students with a multi-genre approach to a unique area of writing. The course will include an introduction to the basic skills, characteristics, and techniques that differentiate creative writing from expository writing leading to a focus on analysis of literary works that may include the genres of poetry, fiction, and creative non-fiction. Finally, the course will involve multiple opportunities for students to write literary pieces reflecting various genres of study.

**Time/Credit for this Course:** One half school year

**Curriculum Writing Committee:**

- Deborah Hockman
- Jodi Guro
- Lacy Browne
- Casey Smith
- Danielle Venanzi
- Dan Sleiman

## Curriculum Map

### **January:**

- Introduction / Basic Skills

### **February:**

- Introduction / Basic Skills
- Creative Nonfiction

### **March:**

- Creative NonFiction
- Fiction

### **April:**

- Fiction

### **May:**

- Poetry

### **June:**

- Final Exam

## Wilson Area School District Planned Course Materials

**Course Title:** Creative Writing

**Textbook:** *Learning Creative Writing* by Valerie Hockert, Ph.D.

**Teacher Resources:**

- *Teaching Creative Writing* by Valerie Hockert, Ph. D.
- *Imaginative Writing: The Elements of Craft*, 4<sup>th</sup> ed. by Janet Burroway
- *Introduction to Creative Writing for Middle School and High School* by Stacey Cotrufo
- *Creative Writing: Four Genres in Brief*, 2<sup>nd</sup> ed. by David Starkey
- Various Internet resources

## Curriculum Scope & Sequence

**Planned Course:** Creative Writing

**Unit:** Introduction and Basic Skills

**Time frame:** 3-4 weeks

**Academic Standards:** CC.1.2.11-12.J, CC.1.4.11-12.B, CC.1.4.11-12.K, CC.1.4.11-12.M, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.5.11-12.A, CC.1.5.11-12.G

**Essential content/objectives:** At end of the unit, students will be able to:

- Identify, develop, and apply an effective academic vocabulary for analyzing, planning, writing, editing, and revising literary works
- Identify, explain, practice, and develop skills necessary for analyzing, inspiring, planning, writing, editing, and revising literary works
- Identify, explain, practice, and develop skills necessary for creating original literary works that accurately reflect an understanding of purpose

**Core Activities:**

- Students may complete various teacher-generated and/or textbook generated personal introductory activities both orally and in writing
- Students may take notes independently or through guided note-taking processes
- Students will complete both teacher-generated and/or textbook generated vocabulary exercises as needed
- Students will complete both teacher-generated and/or textbook generated planning, writing, editing, and revising exercises that may include but are not limited to where to get ideas, descriptive words, using concrete and specific details, figures of speech, voice, character, point of view, grammar, paragraphing, proper formatting, and avoiding common errors
- Students will engage in classroom discussions that may include but are not limited to where to get ideas, descriptive words, using concrete and specific details, figures of speech, voice, character, point of view, grammar, paragraphing, proper formatting, and avoiding common errors

**Extensions:**

- Students may complete additional opportunities for practice and application of core ideas

**Remediation:**

- Students may seek additional help from teachers before and after school as well as in the tutoring lab

**Instructional Methods:** Instructional methods may include but are not limited to:

- Direct Instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing

**Materials & Resources:**

- *Learning Creative Writing* by Valerie Hockert, Ph. D.
- *Teaching Creative Writing* by Valerie Hockert, Ph. D.
- *Imaginative Writing: The Elements of Craft*, 4<sup>th</sup> ed. by Janet Burroway
- *Introduction to Creative Writing for Middle School and High School* by Stacey Cotrufo
- *Creative Writing: Four Genres in Brief*, 2<sup>nd</sup> ed. by David Starkey
- Various Internet resources

**Assessments:** Assessments may include but are not limited to:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher-generated scoring rubrics or other teacher-generated assessment tools

## Curriculum Scope & Sequence

**Planned Course:** Creative Writing

**Unit:** Creative Nonfiction

**Time frame:** 4-5 weeks

**Academic Standards:** CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.F, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.X, CC.1.5.11-12.A, CC.1.5.11-12.G

**Essential content/objectives:** At end of the unit, students will be able to:

- Define creative nonfiction and identify the types of literature that fall under its classification which may include but are not limited to essay, literary nonfiction, memoir, and personal essay
- Identify and define the characteristics and techniques of creative nonfiction writing which may include but are not limited to: image and voice, scene, character, setting, interpretation, research, and transition and focus
- Read various works of creative nonfiction, both published and student created, and analyze/edit these works for the characteristics and techniques of creative nonfiction writing
- Create original literary works that accurately reflect and apply the characteristics and techniques of creative nonfiction writing

**Core Activities:**

- Students may take notes independently or through guided note-taking processes to provide understanding of the characteristics and techniques of creative nonfiction writing which may include but are not limited to: image and voice, scene, character, setting, interpretation, research, and transition and focus
- Students will complete both teacher-generated and/or textbook generated exercises clarifying, practicing, and applying the characteristics and techniques of creative nonfiction writing. Games, group activities, and partner activities may also be used to reinforce the characteristics and techniques
- Students will engage in classroom discussions that may include but are not limited to the learning, practice, application, and analysis/editing of the characteristics and techniques of creative nonfiction writing
- Students may listen to, read aloud, or read independently various creative nonfiction texts according to the teacher's discretion and the needs of the students
- Students will complete both teacher-generated and/or textbook generated activities for analysis of various creative nonfiction texts for reflection of purpose. Games, group activities, and partner activities may also be used to reinforce the analysis and understanding
- Students will write various creative nonfiction pieces in multiple drafts
- Students will edit various creative nonfiction pieces for reflection of purpose

**Extensions:**

- Students may complete additional opportunities for practice and application of core ideas.
- Students may read and/or analyze further creative nonfiction pieces for additional practice or experience.
- Students may complete additional writings or completed drafts of particular assignments.

**Remediation:**

- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students will have revision opportunities for writing assignments.

**Instructional Methods:** Instructional methods may include but are not limited to:

- Direct Instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing

**Materials & Resources:**

- *Learning Creative Writing* by Valerie Hockert, Ph. D.
- *Teaching Creative Writing* by Valerie Hockert, Ph. D.
- *Imaginative Writing: The Elements of Craft*, 4<sup>th</sup> ed. by Janet Burroway
- *Introduction to Creative Writing for Middle School and High School* by Stacey Cotrufo
- *Creative Writing: Four Genres in Brief*, 2<sup>nd</sup> ed. by David Starkey
- Various Internet resources

**Assessments:** Assessments may include but are not limited to:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher-generated scoring rubrics or other teacher-generated assessment tools

## Curriculum Scope & Sequence

**Planned Course:** Creative Writing

**Unit:** Short Fiction

**Time frame:** 4-5 weeks

**Academic Standards:** CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.F, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.E, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.X, CC.1.5.11-12.A, CC.1.5.11-12.G

**Essential content/objectives:** At end of the unit, students will be able to:

- Identify and define the characteristics and techniques of short fiction writing which may include but are not limited to: story, plot, scene, summary, backstory, flashback, text, and subtext
- Read various works of short fiction, both published and student created, and analyze/edit these works for the characteristics and techniques of short fiction writing
- Create original literary works that accurately reflect and apply the characteristics and techniques of short fiction writing

**Core Activities:**

- Students may take notes independently or through guided note-taking processes to provide understanding of the characteristics and techniques of short fiction writing which may include but are not limited to: story, plot, scene, summary, backstory, flashback, text, and subtext
- Students will complete both teacher-generated and/or textbook generated exercises clarifying, practicing, and applying the characteristics and techniques of short fiction writing. Games, group activities, and partner activities may also be used to reinforce the characteristics and techniques
- Students will engage in classroom discussions that may include but are not limited to the learning, practice, application, and analysis/editing of the characteristics and techniques of short fiction writing
- Students may listen to, read aloud, or read independently various short fiction texts according to the teacher's discretion and the needs of the students
- Students will complete both teacher-generated and/or textbook generated activities for analysis of various short fiction texts for reflection of purpose. Games, group activities, and partner activities may also be used to reinforce the analysis and understanding
- Students will write various short fiction pieces in multiple drafts
- Students will edit various short fiction pieces for reflection of purpose



**Extensions:**

- Students may complete additional opportunities for practice and application of core ideas
- Students may read and/or analyze further short fiction pieces for additional practice or experience
- Students may complete additional writings or completed drafts of particular assignments

**Remediation:**

- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students will have revision opportunities for writing assignments

**Instructional Methods:** Instructional methods may include but are not limited to:

- Direct Instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing

**Materials & Resources:**

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- Various Internet resources

**Assessments:** Assessments may include but are not limited to:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher-generated scoring rubrics or other teacher-generated assessment tools

## Curriculum Scope & Sequence

**Planned Course:** Creative Writing

**Unit:** Poetry

**Time frame:** 4-5 weeks

**Academic Standards:** CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.Q, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.X, CC.1.5.11-12.A, CC.1.5.11-12.G

**Essential content/objectives:** At end of the unit, students will be able to:

- Define poetry and identify the elements and structure of formal and free verse poetry
- Identify and define the characteristics and techniques of poetry writing which may include but are not limited to: structure and format, sound devices, poetic lines, imagery, connotation, metaphor, and voice
- Read various works of poetry, both published and student created, and analyze/edit these works for the characteristics and techniques of poetry writing
- Create original literary works that accurately reflect and apply the characteristics and techniques of poetry writing

**Core Activities:**

- Students may take notes independently or through guided note-taking processes to provide understanding of the characteristics and techniques of poetry writing which may include but are not limited to: structure and format, sound devices, poetic lines, imagery, connotation, metaphor, and voice
- Students will complete both teacher-generated and/or textbook generated exercises clarifying, practicing, and applying the characteristics and techniques of poetry writing. Games, group activities, and partner activities may also be used to reinforce the characteristics and techniques
- Students will engage in classroom discussions that may include but are not limited to the learning, practice, application, and analysis/editing of the characteristics and techniques of poetry writing
- Students may listen to, read aloud, or read independently various poetic selections according to the teacher's discretion and the needs of the students
- Students will complete both teacher-generated and/or textbook generated activities for analysis of various poetic selections for reflection of purpose. Games, group activities, and partner activities may also be used to reinforce the analysis and understanding
- Students will write various poetic pieces in multiple drafts
- Students will edit various poetic pieces for reflection of purpose

**Extensions:**

- Students may complete additional opportunities for practice and application of core ideas
- Students may read and/or analyze further creative nonfiction pieces for additional practice or experience
- Students may complete additional writings or completed drafts of particular assignments

**Remediation:**

- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students will have revision opportunities for writing assignments

**Instructional Methods:** Instructional methods may include but are not limited to:

- Direct Instruction
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