Pequannock Township School District
Curriculum Syllabus

Creative Writing / Grades 9-12 ELA

Course Description:

Creative Writing provides opportunities for students to build and refine specific writing skills and abilities beyond those developed in required English Language Arts courses. The course encourages students to see creative writing as a unique way of thinking and as a vehicle for constructing and conveying meaning through a diversity of formats. In addition to exploring, developing, and expressing their own ideas, students will survey different ways of conveying meaning through the study and modeling of previously published texts of effective authors and will investigate how methods and styles vary within cultures and time periods. Students will examine various styles of poetry and prose and will learn about language processes, elements, and conventions as they read, write, and discuss their own and others' writing. Through the creative process, students will articulate their individual experiences and the phenomena of the world more concisely and vividly while practicing within an active community of readers and writers. The course is designed for students of varying levels to develop a writer's attitude and engage the writing process as a progression toward a final result. Students will be presented with a wide range of prompts and processes, accumulating hundreds of words and sentences every week, and will complete and submit rough and finished drafts for assessment. They will revise and polish their work, participate in peer group activities, and receive individualized attention as they practice the structures and techniques that distinguish the forms of creative writing presented in class. Because reading is essential to a student's development as a writer, students will analyze mentor texts in order to understand the wide range of possibilities for expressive use of language. The course intends for students to gain personal satisfaction from their own creative writing while compiling a distinguished portfolio of original work.

Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

NJSLS

Progress Indicators for Reading Literature

Key Ideas and Details

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. 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).

Craft and Structure

RL.11-12.4. 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.11-12.5. 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.11-12.6. 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).

Integration of Knowledge and Ideas

RL.11-12.7. 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. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.

Progress Indicators for Writing

Text Types and Purposes

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. 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.11-12.6. 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.

Research to Build and Present Knowledge

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").

Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Range of Writing

W.11-12.10. 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

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. 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.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Knowledge of Language

NJSLSA L3. 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.

Vocabulary Acquisition and Use

NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Progress Indicators for Language
Conventions of Standard English
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Observe hyphenation conventions.
Spell correctly.

Knowledge of Language
L.11-12.3. 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.
a. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standards:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals.

Scope and Sequence

Unit 1 (Fiction 1) This unit introduces the study and exploration of prose fiction across genres and styles. Students will develop an ability to write in a variety of prose styles and to further develop a facility for giving and receiving constructive criticism. Students are encouraged to experiment with authorial license even as they recognize and adhere to or break form and structure to develop their own sense of voice and technique. Students will engage in "writing as process", which includes pre-writing, multiple drafts, peer editing, and revision, and publishing. Students will orally present their own written pieces individually and in groups and work to present their writing through a variety of forums and formats.

Unit 2 (Fiction 2) Students will have opportunities to study and write stories, plays, personal essays and memories, and to present their own creative pieces. They will work on "voice" by developing dialogue, by playwriting, and by forms of creative prose. Students are encouraged to experiment with authorial license while encouraged to recognize and adhere to or break creative structures to develop their own sense of style, voice, and technique. Students will engage in the process of workshop, which includes pre-writing, multiple drafts, peer editing, and publishing. Students will orally present their own written pieces individually and in groups and work to publish their writing through a variety of forums and formats.

Unit 3 (Poetry) This unit introduces the study and exploration of poetry across various styles and forms. Students will recognize the significance of classic forms and their influence upon modern modes. By analyzing published works and practicing their own original Haiku and related forms (haibun, tanka, renga, senryu, cinquain), students will become familiar with formal structures (such as Sestina, Villanelle, Sonnet, Ode) and Free Verse. Students will develop an ability to write in a variety of ways and to demonstrate a facility for giving and receiving constructive criticism. Students will also demonstrate a better understanding of the editing and revision process as it pertains to poetic forms.

Unit 4 (Creative Nonfiction) Unit 4 gives students an opportunity to explore interdisciplinary topics as they focus on creative nonfiction, a genre of writing that merges the techniques of narrative storytelling with personal essays, travel narratives, topical writing, lyric essays, memoir, or research-based articles. Students may conduct research, hold interviews, take surveys, and draft observations, as well as conduct secondary research through websites, articles, books, and other media in order to create and enhance content. Specific attention will be given to the methods used by nonfiction writers, through which students will understand how to engage audiences and build strategies for developing and revising their work. Students will explore writing in a host of digital environments such as Wordpress, Instagram, and Twitter and at every stage will receive detailed feedback in order to help them develop advanced writing skills. Through a series of writing assignments and workshops students will see how the tools they have gained through the course have enriched their narrative strategies. Students will also prepare their final portfolio for presentation and assessment as the course concludes.

Assessments

The course grade is determined by assessments of the student's writing and participation in the workshop process as well as submission of a final portfolio (see rubric below as a sample):

Your final portfolio should contain 12-14 individual and varied pieces (across genres) that represent your **best** work from the course. In this portfolio, you should submit only the latest revisions (last drafts) of your writing. These pieces should be mechanically clean (no errors in spelling or grammar and no typos). You do not need to include your original drafts, or any other versions with comments, in this portfolio.

- Begin with a title page for your portfolio. On this page, you should include (in order) your name, your grade level, the title of the course, and the date. You do not need an imaginative title: "Final Portfolio" will be sufficient.
- Include a table of contents that lists the titles of all pieces.
- Each artifact must be accompanied by a brief paragraph in which you reflect on the creative process from beginning through revision. Discuss the changes that you have made, suggestions you have or have not followed, and the problems you may have had starting, completing, and/or revising each piece. All reflective paragraphs must contain a statement indicating what you were trying to achieve with the piece and why you have included the particular work in your portfolio.
- All text must be presented in Times New Roman 12-point font. Poems must be single-spaced and only one to a page.

0-1 Below Expected Performance: Documents are not aligned with appropriate competencies; artifact descriptions inadequately describe the document; significant errors in writing conventions (punctuation, spelling, grammar, capitalization, etc.). Forms and rules not followed or frequently breached. Incomplete portfolio (items missing).

2-3 Emerging Performance: Most portfolio documents fall between inadequate and expected performance.

3-4 Expected Performance: Documents are aligned with appropriate competencies; artifact descriptions describe the document; minor errors in writing conventions (punctuation, spelling, grammar, capitalization, etc.). Forms and rules understood and mostly adhered to.

4-5 Excellent Performance: Majority of the portfolio demonstrates expected and exemplary performance. Shows clear regard for quality, articulation, and reflection. Meets and at times exceeds expectations.

5 Exemplary Performance: Documents are clearly aligned with appropriate competencies; artifact descriptions describe the document clearly and concisely and provide a complete context. Concepts are clearly and succinctly conveyed in a meaningful and personalized way. Few or no errors in writing conventions. Author shows exceptional care in presentation, reflection, voice, and craft through a majority of documents.

Curriculum Resources

Anchor Programs/Teacher Materials
<Can be taken from end of curriculum or units>

Home and School Connection

The following are suggestions and/or resources that will help parents support their children: