



North Polk Community Schools Pacing & Course Description Guide



Grade Level: 9-12

Content: Intro to Creative Writing

Year: 2022-23

Course Description/Rationale

Creative Writing is a one semester exploration of the nature of creative expression, including instruction in poetry, personal essay, and short story. The course is workshop-based, with students producing and sharing writing in a variety of ways. Students are assessed on work ethic and contribution to the writing community as well as the written products created. Students create various writing projects, showing strengths and growth in various genres, as well as compile writings for the semester in their writing notebooks. Students will learn to give meaningful feedback to other writers as well as identifying and problem-solving issues in their own work.

Name of Unit	Time Frame	Essential Learning Target	Standard(s)
Intro Unit & <i>Writing Magic</i>	4 weeks	Students will write daily to achieve a bank of writing ideas and writing materials. Students will read and reflect on the writing of a published author (<i>Writing Magic</i>). Students will analyze examples of different writing to find exemplars of word choice, plot, characters and POV. Students will use the writing process, from brainstorming, drafting, editing and revising, to submitting a final draft for workshop.	- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. - 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. - 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. - Assess how point of view or purpose shapes the content and style of a text. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach - 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.
Narrative	4 weeks	Students will analyze examples of different writing to find exemplars of word choice, plot, and sentence structure. Students will write different “types” of narratives for rough drafts. Students will use the writing process, from brainstorming, drafting, editing and revising, to submitting a final draft for workshop. Students take part in a variety of workshops.	- 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. - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - Read and comprehend complex literary and informational texts independently and proficiently. - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Poetry	4 weeks	Students will analyze examples of different writing to find exemplars of word choice, plot, and POV. Students will write numerous rough drafts of topics or structures posed in class. Students will write on their own, using various topics and structures. Students will use the writing process, from brainstorming, drafting, editing and revising, to submitting a final draft for workshop. Students take part in a variety of workshops.	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • 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. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 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. • 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 considering a word or phrase important to comprehension or expression.
Short story		Students will analyze examples of different writing to find exemplars of word choice, plot, characters and POV. Students will create their own fictional story. Students will use the writing process, from brainstorming, drafting, editing and revising, to submitting a final draft for workshop. Students take part in a variety of workshops.	• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • 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 considering a word or phrase important to comprehension or expression.
FINAL	1-2	Students will show their writing abilities on a series of tasks, of varying lengths and genres, to show their writing abilities.	• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or character • Produce clear and coherent writing in which

			the development, organization, and style are appropriate to task, purpose, and audience. • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • 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
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