

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: Half Year / 0.5 Credit

Curriculum Writing Committee: Deborah Hockman, Jodi Guro, Lacy Browne, Casey Smith and Dan Sleiman

Curriculum Map

August / Late January:

- Introduction / Basic Skills

September / February:

- Introduction / Basic Skills
- Creative Nonfiction

October March:

- Creative NonFiction
- Fiction

November / April:

- Fiction

December / May:

- Poetry

Early January /June:

- Poetry
- 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*, 4th ed. by Janet Burroway
- *Introduction to Creative Writing for Middle School and High School* by Stacey Cotrufo
- *Creative Writing: Four Genres in Brief*, 2nd 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 will complete/participate in the following:

- 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

Instructional Methods:

- Direct Instruction
- Google Classroom
- Edpuzzle
- Zoom
- Kami
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Slide presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Teacher-generated activities

Materials & Resources:

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

Assessments:

- Class and individual discussions (in-person or via chat)
- Student-created documents, slideshows, videos, projects
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher-generated scoring rubrics and 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.1.4.11-12B, CC.1.4.11-12D, CC.1.4.11-12E, CC.1.4.11-12F, CC.1.4.11-12L, CC.1.4.11-12S, CC.1.4.11-12T, CC.1.4.11-12X, CC.1.5.11-12.A, CC1.5.11-12G

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 will complete/participate in the following:

- 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.
- Students will have revision opportunities for writing assignments.

Instructional Methods:

- Direct Instruction
- Google Classroom
- Edpuzzle
- Zoom
- Kami
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Slide presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Teacher-generated activities

Materials & Resources:

- *Learning Creative Writing* by Valerie Hockert, Ph. D.
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- Various Internet resources
- Teacher-created documents, videos, and assignments

Assessments:

- Class and individual discussions (in-person or via chat)
- Student-created documents, slideshows, videos, projects
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher-generated scoring rubrics and other teacher-generated assessment tools

Curriculum Scope & Sequence

Planned Course: Creative Writing

Unit: 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 will complete/participate in the following:

- 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
- Students will have revision opportunities for writing assignments

Instructional Methods:

- Direct Instruction
- Google Classroom
- Edpuzzle
- Zoom
- Kami
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Slide presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Teacher-generated activities

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- Various Internet resources
- Teacher-created documents, videos, and assignments

Assessments:

- Class and individual discussions (in-person or via chat)
- Student-created documents, slideshows, videos, projects
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher-generated scoring rubrics and 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 will complete/participate in the following:

- 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
- Students will have revision opportunities for writing assignments

Instructional Methods:

- Direct Instruction
- Google Classroom
- Edpuzzle
- Zoom
- Kami
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- Independent practice, group practice
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