Catasauqua Area School District
Planned Course of Study

Course Title: Creative Writing

Grade Level(s): 9-12

Course Description

The Creative Writing course is designed for students who enjoy writing as a form of art and personal expression. In this course, students will explore the elements of numerous literary genres (short fiction, poetry, drama, film) and the power of both print and multimedia formats. Students will be creating original works by engaging in vocabulary development, creative writing techniques and skills through writing workshops. To show evidence of writing development throughout the course, students will be presenting orally and in written form.

Essential Questions

- Where do writers find inspiration?
- How does a writer find their “voice?”
- What writing techniques do writers use to bring their novel, short story, poem, or play alive?
- How does one determine an author’s intent?
- What role does research play in writing?
- How do literary genres differ in their format, style and purpose?
- How does one identify a writer’s style?
- How does a writer’s workshop function?
- What should a peer editor focus on in order to respect the writing, but move it forward?
- What does a writer need to consider when approaching the different formats of writing?
- What role does the audience play for each format? (What does the writer need to consider and address to anticipate the reader’s needs?)
- What writing technique may a writer use to craft a written work for each type of format?
- What qualities make a good creative writer?
- How does my personal life impact my writing?
- Why should we study examples of famous poets and authors in order to understand what being a good writer means?
- How do imagery and diction impact poetry and prose?
- What events in my own life are worth writing about?

Competencies

- Complete prewriting activities to encourage creative thinking and to inspire writing projects.
- Analyze and critique writers' use of literary elements, word choice, style, and content.
- Use class writing exercises to develop their ability to create characters, conflicts, settings, plots, themes, and points of view; to craft language to convey their ideas; to refine their own writing style.
- Write original writing pieces inspired by literary models and examples.
- Make connections among literature, students' lives, and real world issues.
- Complete writing projects, such as short fiction, children's book, poetry collection, digital prose poem, and film screenplay.
- Create and edit original sentences.
- Write their own memoir
- Analyze poems for imagery and incorporate into their own
- Choose the best possible words for their poems
- Write a narrative verse and free verse poems
- Use the writing process to continually evaluate and improve their creative writing pieces
- Write a poem in the style of one of the poets whose work we examined
- Evaluate the effectiveness of a well-written narrative.
- Identify the steps in creating characters for a story.
- Explain the parts of speech and their basic functions in a sentence.
- Develop original pieces of work utilizing various strategies.
- Evaluate the usefulness, or lack thereof, of a source (both Internet and non-Internet)
- Understand poetry language in music. (Rhythm, lineation, meter, etc.)
- Recognize patterns and variations in poetry.
- Organize a portfolio of original works.

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Course Syllabus

Course Content	Tentative Timeframe	Assessment Anchors	State Standards
Creative Writing Process - Figurative Language - Characteristics of good writing - Imagery - Sensory Imagery - Word Choice - Precise Language - Style - Descriptive Writing - Humor - Revising and Peer Editing	2-3 weeks	C.E.1.1.5 C.E.3.1.1 C.E.3.1.2 C.E.3.1.3	C.C.1.4.9-10.F CC.1.4.11-12.O CC.1.4.11-12.T CC.1.4.11-12.X
Fiction - Short Stories - Character - Setting - Plot - Theme - Action in Story Writing - Parallelism	2-3 weeks	L.F.1.1.3 L.F.2.3.1 L.F.2.3.4 L.F.2.3.6	CC.1.3.11-12.A CC.1.3.9-10.C CC.1.3.9-10.D
Nonfiction - Memoir: Reflective Writing - Autobiographies - Descriptive Writing - Persuasive Writing - Narrative Essays	2-3 weeks	L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3 L.N.1.1.3 L.N.2.4.1 L.N.2.4.3	CC.1.2.9-10.C CC.1.2.11-12.C CC.1.2.9-10E CC.1.2.11-12.E CC.1.4.9-10.A CC.1.4.11-12.A
Poetry - Poetic Forms - Rhyme - Rhythm - Repetition - Art and Music as Inspiration for Poetry	2-3 weeks	L.F.1.1.3 L.F.2.3.1 L.F.2.3.4 L.F.2.3.6 L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3 L.N.1.1.3	CC.1.3.11-12.A CC.1.3.9-10.C CC.1.3.9-10.D CC.1.2.9-10.C CC.1.2.11-12.C CC.1.2.9-10E CC.1.2.11-12.E CC.1.4.9-10.A CC.1.4.11-12.A

		L.N.2.4.1 L.N.2.4.3	
Conventions Presentations - Point of View - Audience - Plot Structure - Multimedia Formats - Vocabulary - Film	2-3 weeks	L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3 L.N.1.1.3 L.N.2.4.1 L.N.2.4.3	CC.1.3.9-10.F CC.1.4.9-10.E CC.1.4.11-12.P CC.1.4.9-10.Q CC.1.4.9-10.U

Teaching Strategies Utilized

Class Discussion
Journaling
Note Taking
Summarizing
Research
Classwork
Writing
Peer Editing
Cooperative Learning
Review of Exemplars
Critique
Modeling/Guided Practice
Diagnostic, Formative, and Summative assessments

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to:		Class discussions Vocabulary exercises Sentence Writing Class work Journal Writing SSR Development of topic Essay development Sample Projects Peer editing	Quizzes Writing assignments Graded activities and assignments Graded journals Informal writing assignments Graded essays.	L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3 L.N.2.3.67 L.N.1.1.3 L.N.2.4.1 L.N.2.4.3 L.F.1.1.3 L.F.2.3.1 L.F.2.3.4 L.F.2.3.6 L.F.2.3.5 L.F.2.5.1 C.E.1.1.4 C.E.2.1.1 C.E.2.1.2 C.E.2.1.3 C.E.1.1.5 C.E.3.11 C.E.3.1.2 C.E.3.1.3	CC.1.2.9-10.C CC.1.2.11-12. CC.1.2.9-10.D CC.1.2.11-12.D CC.1.2.9-10.E CC.1.2.11-12.E CC.1.3.11-12.A CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.F CC.1.4.9-10.A CC.1.4.11-12.A C.C.1.4.9-10.E C.C.1.4.9-10.F CC.1.4.11-12.0 CC.1.4.11-12.P CC.1.4.9-10.Q CC.1.4.11-12.T CC.1.4.9-10.U CC.1.4.11-12.X
Analyze, interpret, and evaluate how an author unfolds an analysis or series of events.	M				
Evaluate how an author's point of view shapes the content and style of a text.	M				
Analyze how an author's ideas or claims are developed with effective structure.	M				
Analyze the relationship between two or more themes, including their development.	M				
Analyze how complex characters develop over the course of a text.	M				
Analyze how words and phrases shape the meaning and tone in text	M				
Write informative/explanatory texts to convey ideas and information clearly.	M				
Use precise language and domain-specific vocabulary to manage the complexity of the subject.	M				
Demonstrate grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	M				
Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and characters.	M				
Create a smooth progression of experiences and events using a variety of sequencing techniques.	M				
Use parallel structure	M				
	M				

Develop and strengthen writing as needed by planning, revising, editing, or rewriting. Use technology, including the internet, to produce, publish, and update individual or shared writing products. Write routinely over extended time frames.	M M				

Resources/Materials

Plays
Short Stories
Videos
Writing Rubrics
Novels
Worksheets
Handouts/notes
Journals
Editing Checklists
iPads
Writing Samples
Poems

Interdisciplinary Relationships

Technology- Use of computer to access and utilize USA Test Prep, write essays, complete assignments, Internet research, and view videos

History- Historical context (The Great Depression, Segregation, Civil Rights Movement, WW II, Holocaust)