

Glen Ridge Public Schools –Language Arts Literacy Curriculum



Course Title: Advanced Creative Writing II

Subject: Language Arts Literacy

Grade Level: 11th-12th

Duration: Half Year – Part 1 only; Full Year – Parts 1 and 2

Prerequisite: Creative Writing, Advanced Creative Writing, and teacher recommendation

Elective or Required: Elective

Language Arts Literacy Mission Statement

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:

Advanced Creative Writing II will provide the student who shows exceptional interest and aptitude in writing the opportunity to continue his/her study of creative writing through an independent contract. Each student will meet with the teacher and create an individual project outline that will be completed on an independent basis. The teacher will provide periodic input concerning the student's development of writing skills, completion of goals, and progress as a writer.

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Date Submitted: Summer 2015

Advanced Creative Writing II – Part 1

Topic/Unit: Journal Writing

Approximate # Of Weeks: 1-2 weeks

Essential Questions:

Who are you as a writer?

Upon completion of this unit students will be able to:

- 11-12.RI.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.
- 11-12.W.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.
- 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.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.
- 11-12.W.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, and audiences.
- 11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- 11-12.L.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.
- 11-12.L.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.
- 11-12.L.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.

Interdisciplinary Standards (njcccs.org)

- Standard 9.1 21st-Century Life & Career Skills
- Standard 8.1 – Computer and Information Literacy
- Standard 6.3 Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:

- Students will consider their current writing state and what they want to achieve during the class in order to complete a beginning of class journal assignment.
- All writing needs to be submitted on Turnitin.com.

Writing Assignments/Routine Writing:

- 2-3 page journal assessment

Enrichment Activities:

- Students will research the background of a favorite or revered author to discover his or her own writing journey and how he or she defines himself or herself as a writer.

Methods of Assessments/Evaluation:

- Completed journal assignment
- Author research

Resources: Text, Literature (RL), Informational (RI)

- No textbook used

Online Resources:

- Teacher webpage
- Turnitin.com
- Google Apps for Education (GAPE)

Advanced Creative Writing II – Part 1

Topic/Unit: Core Writing

Approximate # Of Weeks: 16-18 weeks

Essential Questions:

What type of writer are you?

What writing projects mean the most to you?

How can your writing convey the message you want it to deliver?

How can peer editing, when done correctly, mold you into a better, more perceptive writer.

Upon completion of this unit students will be able to:

- 11-12.RI.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.
- 11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.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.
- 11-12.W.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, and audiences.
- 11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- 11-12.L.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.

- 11-12.L.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.
- 11-12.L.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.
- 11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Interdisciplinary Standards (njcccs.org)

- Standard 9.1 21st-Century Life & Career Skills
- Standard 8.1 – Computer and Information Literacy
- Standard 6.3 Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:

- Students will each work with the teacher to plan and organize writing projects that will be completed during the class. Students are encouraged to accomplish larger, comprehensive projects, but are allowed to complete small, compilation-like projects as well. Due dates are benchmarked for students at the beginning of every marking period, so students are aware of project deadlines.
- After each completed deadline submission, students will meet with the teacher on an individual basis to review content, mechanics, and overall reaction to the piece submitted.
- Depending on the number of students enrolled in both class sections, students will be paired with another student to function as each other's virtual peer editing partner. Via Turnitin.com, students can submit and view the other student's work and provide valuable, constructive feedback on all assignments before the final graded submission for each benchmark.
- All writing needs to be submitted on Turnitin.com.

Writing Assignments/Routine Writing:

- Benchmarked 8-10 student submission pieces

Enrichment Activities:

- If students have a problem deciding on a story, they will be directed to use idea generator sites such as Creative Writing Now, Writing Forward, and Writer's Digest

Methods of Assessments/Evaluation:

- Completed benchmarked writing pieces

- Participation in providing constructive feedback to peer editing partner
- Meeting with teacher regarding writing

Resources: Text, Literature (RL), Informational (RI)

- No textbook used

Online Resources:

- Teacher webpage
- Google Apps for Education (GAFE)
- Creative Writing Now
<http://www.creative-writing-now.com/short-story-ideas.html>
- Writing Forward
<http://www.writingforward.com/writing-prompts/creative-writing-prompts/25-creative-writing-prompts>
- Writer's Digest <http://www.writersdigest.com/prompts>
- Turnitin.com

Advanced Creative Writing II – Part 1

Topic/Unit: Final Journal Reflection

Approximate # Of Weeks: 1-2 weeks

Essential Questions:

Who have you become as a writer?

Upon completion of this unit students will be able to:

- 11-12.RI.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.
- 11-12.W.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.
- 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.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.
- 11-12.W.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, and audiences.
- 11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- 11-12.L.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.

- 11-12.L.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.
- 11-12.L.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.

Interdisciplinary Standards (njcccs.org)

- Standard 9.1 21st-Century Life & Career Skills
- Standard 8.1 – Computer and Information Literacy
- Standard 6.3 Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:

- Students will complete a final journal assessment of their work in Part 1 of Advanced Creative Writing II, considering questions such as: Did you accomplish all the goals you set out for yourself? What did you discover about yourself as a writer? Were you surprised at anything you wrote during this class? How was your experience as a virtual peer editor?
- All writing needs to be submitted on Turnitin.com.

Writing Assignments/Routine Writing:

- Journal self-assessment of experiences and completed work in class

Enrichment Activities:

- Students will write a letter to their peer editors, thanking him or her for the feedback on their pieces as well as including words of encouragement for future writing projects.

Methods of Assessments/Evaluation:

- Completed Final Journal Self-Assessment
- Letter to virtual peer editing partner

Resources: Text, Literature (RL), Informational (RI)

- No textbook used

Online Resources:

- Teacher webpage
- Google Apps for Education (GAPE)
- Turnitin.com

Advanced Creative Writing II – Part 2

Topic/Unit: Journal Writing

Approximate # Of Weeks: 1-2 weeks

Essential Questions:

What discoveries have you made about yourself as a writer?

Where do you think your writing has yet to go?

Upon completion of this unit students will be able to:

- 11-12.RI.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.
- 11-12.W.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.
- 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.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.
- 11-12.W.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, and audiences.
- 11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- 11-12.L.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.

- 11-12.L.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.
- 11-12.L.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.

Interdisciplinary Standards (njcccs.org)

- Standard 9.1 21st-Century Life & Career Skills
- Standard 8.1 – Computer and Information Literacy
- Standard 6.3 Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:

- Students will complete an in depth journal analysis of who they are as a writer and what their writing has taught them thus far. This portion of Advanced Creative Writing II asks the student to consider their writing as an extension of themselves, thereby encouraging the student to examine their writing in conjunction with all facets of themselves. Journal entries need to be specific to what their writing has taught them, what they have discovered about themselves as a writer, and what type of writing they will endeavor to construct for this class.
- All writing needs to be submitted on Turnitin.com

Writing Assignments/Routine Writing:

- 2-3 page Journal assignment

Enrichment Activities:

- Students will read an excerpt from Stephen King's *On Writing* and analyze King's own self-exploration as a writer and compare it to their own journeys.

Methods of Assessments/Evaluation:

- Completed Journal assignment
- Comparison of the Stephen King excerpt to personal experience

Resources: Text, Literature (RL), Informational (RI)

- Excerpt from Stephen King's *On Writing* (RI)

Online Resources:

- Teacher webpage
- Google Apps for Education (GAFE)
- Turnitin.com

Advanced Creative Writing II – Part 2

Topic/Unit: Core Writing

Approximate # Of Weeks: 16- 18 weeks

Essential Questions:

How are concepts and probing questions and concerns conveyed through writing?

How are writers able to balance entertainment with important, current national and world issues?

Upon completion of this unit students will be able to:

- 11-12.RI.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.
- 11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.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.
- 11-12.W.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, and audiences.
- 11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- 11-12.L.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.
- 11-12.L.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.
- 11-12.L.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.
- 11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Interdisciplinary Standards (njcccs.org)

- Standard 9.1 21st-Century Life & Career Skills
- Standard 8.1 – Computer and Information Literacy
- Standard 6.3 Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:

- Students will each work with the teacher to plan and organize writing projects that will be completed during the class. Students are encouraged to accomplish larger, comprehensive projects, but are allowed to complete small, compilation-like projects as well. Due dates are benchmarked for students at the beginning of every marking period, so students are aware of project deadlines.
- For the second part of Advanced Creative Writing II, students are challenged to further their writing prowess through mini-writing challenges, wherein students will need to focus their writing projects on necessary creative writing elements, such as plot, character, setting, and tone. Students have the option to complete the writing challenges in any order they choose, but they need to complete all of them by the end of the class. Students will meet with the teacher prior to the beginning of core writing so the teacher can detail all parameters of the writing challenge.
- After each completed deadline submission, students will meet with the teacher on an individual basis to review content, mechanics, and overall reaction to the piece submitted.
- Depending on the number of students enrolled in both class sections, students will be paired with another student to function as each other's virtual peer editing partner. Via Turnitin.com, students can submit and view the other student's work and provide valuable, constructive feedback on all assignments before the final graded submission for each benchmark.
- All writing needs to be submitted on Turnitin.com

Writing Assignments/Routine Writing:

- Benchmarked 8-10 writing assignments

Enrichment Activities:

- If students have a problem deciding on a story, they will be directed to use idea generator sites such as Creative Writing Now, Writing Forward, and Writer's Digest
- Students will write a creative piece about the four most influential people, either living or deceased, at a dinner party in which you are hosting. How would they interact with one another? What did you learn through your writing interaction with these individuals?

Methods of Assessments/Evaluation:

- Completed benchmarked writing pieces
- Completed writing challenge pieces
- Dream dinner party writing piece
- Participation in providing constructive feedback to peer editing partner
- Meeting with teacher regarding writing

Resources: Text, Literature (RL), Informational (RI)

- No textbook used

Online Resources:

- Teacher webpage
- Google Apps for Education (GAFE)
- Creative Writing Now
<http://www.creative-writing-now.com/short-story-ideas.html>
- Writing Forward
<http://www.writingforward.com/writing-prompts/creative-writing-prompts/25-creative-writing-prompts>
- Writer's Digest <http://www.writersdigest.com/prompts>
- Turnitin.com

Advanced Creative Writing II – Part 2

Topic/Unit: Final Journal Assessment

Approximate # Of Weeks: 1-2 weeks

Essential Questions:

Where do you imagine your writing will take you?

How powerful and influential is writing in your life?

Upon completion of this unit students will be able to:

- 11-12.RI.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.
- 11-12.W.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.
- 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.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.
- 11-12.W.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, and audiences.
- 11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- 11-12.L.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.
- 11-12.L.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.
- 11-12.L.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.

Interdisciplinary Standards (njcccs.org)

- Standard 9.1 21st-Century Life & Career Skills
- Standard 8.1 – Computer and Information Literacy
- Standard 6.3 Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:

- Students will complete a final journal self-assessment based on their experience during the entire class. Students will explore their writing in a portfolio review-style assessment, considering which piece(s) represent the students' writing ability the best, which piece(s) had the student struggled with the most, which piece(s) did they gain the best peer editing feedback for, which piece(s) would they feel most comfortable sharing in a large group setting, and for all the above questions, explain why.
- All writing needs to be submitted on Turnitin.com

Writing Assignments/Routine Writing:

- Journal Self-Assessment and Portfolio review

Enrichment Activities:

- Students are encouraged to edit and review their best piece and submit it to a writing competition, such as Scholastic Art and Writing Awards, The American Library of Poetry, Carl Sandberg Student Poetry Contest, and The National High School Poetry Contest

Methods of Assessments/Evaluation:

- Completed Final Journal Self-Assessment and Portfolio Review

Resources: Text, Literature (RL), Informational (RI)

- No textbook used

Online Resources:

- Teacher webpage
- Google Apps for Education (GAPE)
- The American Library of Poetry <http://www.libraryofpoetry.com/>

- Carl Sandberg Poetry Contest
<http://www.nps.gov/carl/learn/news/student-poetry-contest.htm>
- The National High School Poetry Contest
<http://www.collegexpress.com/scholarships/national-high-school-poetry-contest/2007104/>
- Scholastic Art and Writing Awards <http://www.artandwriting.org/>
- Turnitin.com