



# GREAT NECK PUBLIC SCHOOLS

"Where Discovery Leads to Greatness"

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## Curriculum Profile: Creative Writing

<u>Department</u>	English	
<u>Course Name</u>	Creative Writing	
<u>Course Length</u>	½ year - 1 year	
<u>High School Credits</u>	½	
<u>Description</u>	This is an advanced writing course for students with excellent skills in expository writing, who wish to gain or to expand their experience in writing fiction, poetry, and literary non-fiction. Weekly and long-term reading assignments will also be designed to offer students an introduction to contemporary literature. The course is conducted in a workshop format: all students are expected to submit their writing for critiques by their peers and to offer meaningful responses to the work of other members of the class. Writers are encouraged to submit work to contests and publications.	
<u>Target/eligible students</u>	All 11th and 12th grade students	
<u>State Learning Standards Link(s)</u>	<a href="#">New York State English Language Arts Learning Standards</a> <ul style="list-style-type: none"> <li>● 11<sup>th</sup> – 12<sup>th</sup> grade Reading Standards</li> <li>● 11<sup>th</sup> – 12<sup>th</sup> grade Writing Standards</li> <li>● 11<sup>th</sup> – 12<sup>th</sup> grade Speaking and Listening Standards</li> <li>● 11<sup>th</sup> – 12<sup>th</sup> grade Language Standards</li> <li>● 9<sup>th</sup> – 12<sup>th</sup> Banded Anchor Standards</li> </ul>	pp. 109-110 pp. 111-113 p. 114 p. 115-116 p. 123
<u>Primary texts and materials</u> Examples of printed and visual texts used to meet the New York State Learning Standards at this grade level are shown at the right. They provide a balance of classic and contemporary literature (both full length and shorter works), and are culturally responsive, relevant to all students and made available in the home language when possible. As indicated in the <a href="#">NYSED Next Generation Learning Standards for English Language Arts FAQ</a> , They reflect a global and diverse variety of authors, time periods, genres, and cultural perspectives, and also foster positive academic outcomes, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, empower students as agents of social change, and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking. Texts are not limited to these examples.	The focus of the class is on supporting student writing using a workshop model. Students largely focus on developing their own writing and offering feedback on their classmates' writing. The class also may feature texts to help create opportunities for students to follow models in order to develop their own writing skills in poetry and prose. Examples of such texts are as follows:  <b>LITERATURE</b> Fiction: Representative works from major writers such as Ernest Hemmingway, F. Scott Fitzgerald, Tim O'Brien, and Jennifer Egan.  Memoir: Books about the craft of writing written by Stephen King and Anne Lamott.  Short story: Representative works from major writers such as David Means, Raymond Carver, Aimee Bender, Flannery O'Connor, Jhumpa Lahiri, and others.	

Scope/Sequence (NY State)	<a href="#">New York State English Language Arts Learning Standards</a>		
	R1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)	
	R2	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)	
	R3	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)	
	R4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)	
	R5	In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)	
	R6	Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)	
	R7	In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)	
	R9	Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)	
Writing Standards	W2	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.	
	W3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
	W4	Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.	
Speaking and Listening Standards	SL1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.	

	SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.	
	SL4	Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.	
	SL6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
Language Standards	L1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	
	L2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.	
	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.	
	L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	
	L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	L6	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Additional Notes:	Teachers exercise professional discretion, in consultation with their colleagues, as they select classroom texts and supporting materials to meet state learning standards.		