

**Union County Educational Services Commission
High School Course Syllabus**

Title: Creative Writing

Timeline: Full Year; 5 Credits

Course Description:

The focus of this course is for students to become familiar with writing across various genres, including short stories, poems, plays, novels, essays. Students will engage in various activities that will inspire their writing. Students will also read texts to promote their writing skills. This course moves students beyond the structured essay and prompts them to write more creative and individual pieces. Students will also learn to work through the writing process of outlining, revising, peer-editing, until final publication.

Course Outline:

- I. Memoirs/ Narrative
- II. Short Stories / Narrative
- III. Poetry/ Expository
- IV. Journalism & Media Literacy / Expository

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:

New Jersey Student Learning Standards - English Language Arts

Grading Procedures:

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Adoption Date:

June 2024

**Union County Educational Services Commission
Curriculum Mapping – Creative Writing**

Topics	UNIT 1	UNIT 2	UNIT 3	UNIT 4
Length of Unit	approx. 10 weeks Marking Period 1	approx. 10 weeks Marking Period 2	approx. 10 weeks Marking Period 3	approx. 10 weeks Marking Period 4
Essential Question(s) and/ or Big Idea(s)	How does an author use their voice to create meaning and tell their story?	How do we make connections to others?	In what ways do humans contribute to our understanding of self, others, and the world?	How does a journalist evaluate a news event and ask meaningful and impactful questions and use their writing to influence readers?
Reading Focus/ Writing Focus	Memoirs/Narrative	Short Stories/Narrative	Poetry/Expository	Journalism/Media Lit/Expository
Target Standards- Reading	L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where	RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an	RL.CR.9-10.1. Cite a range of thorough textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations)	RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an

	<p>the text leaves matters uncertain.</p> <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze</p>	<p>objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.</p>	<p>develop, interact with other characters, and advance the plot or develop the theme.</p> <p>L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>RL.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).</p>	<p>objective summary of the text.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient;</p>
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	<p>how an author uses rhetorical devices to advance a point of view.</p>		<p>RL.CT.9-10.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material of historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.</p>	<p>identify false statements and reasoning.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts</p>
<p>Target Standards-Writing</p>	<p>W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information to make important</p>	<p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information to make important</p>

	<p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback, and</p>	<p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete</p>	<p>connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and</p>	<p>connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and</p>
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	<p>reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.RW.9–10.7. 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.</p>	<p>complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.RW.9–10.7. 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.</p>	<p>conventions of the discipline in which they are writing.</p>	<p>conventions of the discipline in which they are writing.</p>
Skills	<p>Close Reading</p> <p>Point of view</p> <p>Annotation to identify textual evidence</p> <p>Make Inferences</p> <p>Summarize</p> <p>Identify Main Idea and Central Idea</p>	<p>Close Reading</p> <p>Annotation to identify textual evidence</p> <p>Identify and analyze theme</p> <p>Analyzing author’s use of:</p> <ul style="list-style-type: none"> ● Dialogue ● Pacing ● Word choice ● Mood ● Tone 	<p>Close Reading</p> <p>Annotation to identify textual evidence</p> <p>Compare and contrast two pieces of writing</p> <p>Characterization</p> <p>Point of View</p> <p>Identify and Analyze:</p>	<p>Close Reading</p> <p>Point of view</p> <p>Annotation to identify textual evidence</p> <p>Make Inferences</p> <p>Summarize</p> <p>Identify Main Idea and Central Idea</p>

	<p>Identify Point of View</p> <p>Understand the importance of sequencing in making meaning</p> <p>Identify cultural experience from a non-U.S. text</p> <p>Determine how the author advances the point of view or purpose</p> <p>Analyze U.S. documents and how they address themes and concepts</p> <p>Determine the validity of claims presented by an author</p> <p>Compare and contrast two pieces of writing</p>	<ul style="list-style-type: none"> ● Figurative language <p>Characterization</p> <p>Identify Point of View</p> <p>Identify and analyze conflict</p> <p>Identify cultural experience from world literature</p> <p>Apply historical knowledge to a piece of literature</p> <p>Compare and contrast two pieces of writing</p>	<ul style="list-style-type: none"> ● Tone ● Figurative, Connotative, and Technical Meaning ● Meaning through context ● Impact of word choice on meaning <p>Sequence of Events (including non-chronological sequencing)</p> <p>Purpose of sequencing</p>	<p>Identify Point of View</p> <p>Understand the importance of sequencing in making meaning</p> <p>Identify cultural experience from a non-U.S. text</p> <p>Determine how the author advances the point of view or purpose</p> <p>Analyze U.S. documents and how they address themes and concepts</p> <p>Determine the validity of claims presented by an author</p> <p>Compare and contrast two pieces of writing</p>
Writing Skills	<p>Determine how to sequence the events of a narrative</p> <p>Purposefully sequence events to add to the meaning and narrative effect</p> <p>Utilize narrative techniques in writing (dialogue, pacing, description, character)</p>	<p>Determine how to sequence the events of a narrative</p> <p>Purposefully sequence events to add to the meaning and narrative effect</p> <p>Utilize narrative techniques in writing (dialogue, pacing, description, character)</p>	<p>Write informative texts to explain complex ideas</p> <p>Outlining</p> <p>Create and develop thesis/claim</p> <p>Citing textual evidence</p>	<p>Write informative texts to explain complex ideas</p> <p>Outlining</p> <p>Create and develop thesis/claim</p> <p>Citing textual evidence</p>

	<p>Writing conclusions for narrative</p> <p>Revising</p> <p>Utilize elements of fiction in writing</p> <p>Clear and concise writing</p> <p>Revising & Editing</p>	<p>Writing conclusions for narrative</p> <p>Revising</p> <p>Utilize elements of fiction in writing</p> <p>Clear and concise writing</p> <p>Revising & Editing</p>	<p>Sequencing</p> <p>Analyzing evidence to support claims</p> <p>Writing counterclaims and supporting them with evidence</p> <p>Writing in a formal and objective tone</p> <p>Writing conclusion statements</p> <p>Compare multiple texts and/or media in writing using textual analysis and details</p> <p>Clear and concise writing</p> <p>Revising & Editing</p>	<p>Sequencing</p> <p>Analyzing evidence to support claims</p> <p>Writing counterclaims and supporting them with evidence</p> <p>Writing in a formal and objective tone</p> <p>Writing conclusion statements</p> <p>Compare multiple texts and/or media in writing using textual analysis and details</p> <p>Clear and concise writing</p> <p>Revising & Editing</p>
Assessment	Read articles, multiple choice & open-ended response	Short Story, multiple choice & open-ended response	Compare and contrast a poem with a song, multiple choice & open-ended response	Read articles, multiple choice & open-ended response