

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Creative Writing

Board Approval Date: October 21, 2021	Course Length: 1 Semester
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: Elective Elective Area (if applicable): N/A
Prerequisite(s): N/A	Corequisite(s): N/A
CTE Sector/Pathway: N/A	
Intent to Pursue ‘A-G’ College Prep Status: Yes	
A-G Course Identifier: (g) College-preparatory elective	
Graduation Requirement: No	
Course Intent: District Course Program (if applicable):	
<p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person’s actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the Title IX Coordinator and Equity Compliance Officer: Jim Huber, Ed. D., jhuber@fcusd.org , 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625</p>	

COURSE DESCRIPTION (Online Course):

Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing. Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm, and

alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles. In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan Poe, learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft. By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth. This course is built to state standards and informed by the National Council of Teachers of English (NCTE) standards.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Introduction to Creative Writing and Fiction, Part 1	Where do you find inspiration? How can you use details, direct and indirect characterization, and suggested motivation to create interesting characters? How can you establish a strong point of view that affects your readers? How can you utilize stable and shifting vantage points to enhance your writing?	*Practice: Character Sketch *Discuss: What's Your Point of View on Point of View? *Practice: Short Scene with Character and POV	*Journal: The Spy's Notebook: Observations in the Senses *Unit Test
2. Fiction, Part 2	What are the essential techniques for creating a vivid setting? How do you use tone to create an atmosphere in the larger story through setting? How can we use our knowledge of structure, setting, plot, conflict, and pacing to engage our readers?	*Practice: Jump In: Action and Tension *Blazing Trails: How Do You Want to Climb Plot Mountain? *Practice: Writing a Scene with a Beginning, Middle, and End	*Journal: The Spy's Notebook: Observations of Location *Unit Test

<p>3. Fiction, Part 3</p>	<p>How can you use dialogue to capture the feeling of people's actual speech patterns? What makes dialogue both believable and interesting and how it affects character and plot? What are flash fiction and vignettes and how can you use them to create a satisfying piece? What Is Creative Nonfiction? What Do Fiction and Nonfiction Learn from Each Other?</p>	<p>*Practice: Lightning Bolt: Write Your Own Piece of Flash Fiction *Discuss: Too Much Truth, Too Much Imagination? The Dangers of Confusing Nonfiction and Fiction *Practice: Write a Short Story</p>	<p>*Journal: The Spy's Notebook: Eavesdropping Conversations *Unit Test</p>
<p>4. Poetry, Part 1</p>	<p>What are the differences between poetry and prose? How do sound, line, image, and structure drive poems? How do you use your senses to create images that "show" and don't "tell" in your poetry? How do words carry connotations, what denotation reveals about words, and how knowing the history of a word can change its meaning? How can figurative language enhance your poetry? What Are loaded images and power objects and how can you utilize them in your poetry?</p>	<p>*Practice: Write a Short Poem by Stacking Words and Images *Practice: Write a Poem Emphasizing Figurative Language</p>	<p>*Journal: The Spy's Notebook: Erasures and Found Poems *Unit Test</p>
<p>5. Poetry, Part 2</p>	<p>How do alliteration, assonance, and onomatopoeia give musical qualities to poetry? What are the characteristics of rhyme/rhythm and rhyming/rhythm patterns and how can rhyme add musical quality and improve flow to a poem?</p>	<p>*Practice: Write a Poem Using Rhyming Elements *Discuss: Rhythm on the Page versus Rhythm on the Stage *Practice: Writing with Sound and Rhythm</p>	<p>*Journal: The Spy's Notebook: Words and Sounds *Unit Test</p>

	How do line breaks and lengths, end words and enjambment, and syllabic and metrical counts can make or break a poem's musical qualities?		
6. Poetry, Part 3, and Revision	How does placing words and images side by side create surprise in poetry? How do writers use tone to add meaning to poetry? What is free verse and open form poems? What are metrical and rhymed forms? How does revising for word choice, compression, fresh language, and vivid imagery help you make connections within your writing?	*Practice: Write a Nocturne, Aubade, or Ode *Practice: Choose Poems and Revise	*Journal: The Spy's Notebook: Lists, Lists, and More Lists *Unit Test

ESSENTIAL STANDARDS:

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The Creative Writing curriculum is aligned with the Common Core Standards, many of which will be emphasized throughout the entire course. Also, the College Board’s document entitled, “The Arts and the Common Core: A Review of Connections Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework,” was a valuable resource in building this course and should be referred to for further information (see list of resources). The ongoing objectives for this course include:

COMMON CORE STANDARDS TO BE ADDRESSED:

Reading Standards for Literature (grades 9-12) 4, 5, 6

Writing Standards: 2, 3, 4, 5, 6, 8, 9, 10

Speaking and Listening: 1, 4

College and Career Readiness Anchor Standards for Reading: 1-10

College and Career Readiness Anchor Standards for Speaking and Listening: 1, 5, 6

College and Career Readiness Anchor Standards for Writing: 1-10

CCSS READING COMPONENT

Text Analysis

Read and analyze the work of published authors and support responses with evidence from the text.

Analyze how an author’s ideas or claims are developed and refined by his organizational and rhetorical choices.

Analyze how style and content contribute to the power, persuasiveness, or beauty of the text.

CCSS WRITING COMPONENT

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

Write routinely over extended time frames and shorter time frames for a variety of specific tasks, purposes, and audiences.

Use the writing process to generate ideas, draft, revise, edit, publish, and present texts.

Utilize different prewriting strategies to explore ideas for developing creative texts.

Create multiple drafts while moving through the writing process.

Utilize appropriate peer-revision strategies to offer criticism and constructive feedback.

Utilize feedback and criticism to improve texts.

Establish, develop, and maintain a writing portfolio for publication, reflection, and self-evaluation

Use technology to produce, publish and update individual or shared writing products, using technology to display information flexibly and dynamically.

Students will learn about the needed structure and discipline of a writer's life as well as career and post-secondary learning possibilities to pursue.

Students will learn about copyright law and how to protect their intellectual property if desired.

CCSS SPEAKING AND LISTENING COMPONENT

Initiate and participate effectively in a range of collaborative discussions with diverse partners on a variety of topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

CCSS LANGUAGE COMPONENT

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.

Demonstrate command of the conventions of standard English grammar and capitalization rules.

Demonstrate an understanding of figurative language, word relationships and nuances in word meanings.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.nationalartsstandards.org/sites/default/files/College%20Board%20Research%20-%20Arts%20and%20Common%20Core%20-%20final%20report1.pdf>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>APEX: Creative Writing</i>		APEX		<i>2019</i>

Other Resource Materials

N/A

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):