

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## High School Course Outline

### CREATIVE WRITING

**Date: June 2014**

**Course Length: 1 year**

**Proposed Grade Levels: 10-12**

**Subject Area/Credits: Elective**

**Grading: A-F**

**Credits: 5/Semester**

#### **COURSE DESCRIPTION:**

Creative Writing is an elective composition course which introduces students to techniques aimed at developing the creative writing process. Students will experiment with expressive and poetic modes of writing, including the writing in the genres (and sub-genres) of fiction, non-fiction, plays and poetry. Class and individual readings of mentor texts will expose students to a wide variety of writing styles and provide examples of the strategies used by successful authors to convey meaning and engage the interest and appreciation of their reading audience.

Students will concentrate on developing proficiency with fundamental, yet innovative strategies for prewriting, drafting, revising and peer editing. Numerous opportunities and ideas will be provided to initiate new pieces, and structured and supervised workshop time will facilitate the completion and publication of projects. A primary aim is to facilitate meta-cognitive strategies to maximize potential, draw on resources in the classroom, the community and the world. Students will learn to write independently and collaboratively, both with structure and scaffolding and without. They will learn to write under pressure and deadlines, as well as to explore and find their own inner motivation to write for writing's sake. Students will be encouraged to submit work to publish on-line or in literary magazines, attend and share at a public reading, join or create a writing community, and enter a variety of contests. Students will also work on a bound portfolio or e-portfolios each semester so they will walk away with a final product which showcases their work and progress.

#### **GENERAL GOALS & ESSENTIAL QUESTIONS**

- How do we express ourselves in a creative and unique ways?
- How can we use our experiences or memories as material for our writing?
- How can we use our writing to help us understand the world better (or make it better)?
- How can we use technology to help us become better writers?
- How can we use our knowledge of poetry, genre, character, structure, setting, plot, conflict, craft, etc., to engage our readers?
- How do we use the writing process and peer/audience feedback to revise our writing?
- How do writers vary their writing for different purposes and audiences?
- Why is editing for grammar, mechanics, punctuation, syntax and diction essential in crafting a solid piece of writing?

- Why is using the most precise vocabulary essential to tonally appropriate, detailed and engaging writing?

## **COURSE ACTIVITIES AND OBJECTIVES**

Students will be able to:

- Demonstrate the behaviors of committed creative writers by the regular habit of writing.
- Practice an approach of free-writing, inspired by class prompts, creating a source of material for later finished drafts.
- Use language as a tool to convey growth and significance through personal experience.
- Use the process of writing to find internal truths or essences (big ideas) grounded in sensory details and imagery.
- Balance imagination and discipline in order to create writing that effectively portrays their own unique vision.
- Demonstrate understanding and emerging control of the elements, devices, terms, and genres of creative writing.
- Actively participate in a writing workshop setting in order to enhance their creative and analytical writing skills and writers' community etiquette.
- Create culminating portfolios with revisions of their writing projects, reflections on the growth of their writing, and articulation of their own learning process.
- use self-evaluation and teacher feedback to show growth based on both *progress* and *process* as well as the end *product*. (Quality and quantity).

## **COMMON CORE STANDARDS**

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.

## DETAILED UNITS OF INSTRUCTION

### FALL SEMESTER

1. **A Writer's Life**—students will learn what they need to know to be a writer, including but not limited to: discipline and habits, professions and careers, the writing process, and workshop, networking and marketing etiquette.
2. **Vignettes/showing not telling**—Students practice descriptive writing through short prose pieces, learning: active voice, sensory description techniques and literary devices.
3. **Mystery/Suspense Fiction, longer pieces**—The novella and novel—students create the plot structure, develop characters and setting, then submit and finishing excerpts. Some may choose continue the same project under teacher supervision all year.
4. **Play and screenplay writing**—students write a short play or screenplay in the industry-accepted format.
5. **Writing for Children**—students learn about children's literature writing and write a children's book or young adult book/excerpt. The book is bound as a Christmas gift for a child or for a keepsake.

## **SPRING SEMESTER**

1. **Fantasy/Science Fiction**— students study models and learn about the hallmark traits of the genre, such as world-building, and write a story or novel excerpt. Some may choose to continue this piece under teacher supervision.
2. **Flash Fiction**— students study models and learn about the hallmark traits of the genre of very short fiction and write it.
3. **Creative Non-Fiction** — students study models and learn about the hallmark traits of the genre, such as choosing the angle of a true story, and manipulating the story elements while keeping the core essence of factual reality.
4. **Writing a Collection of Poetry** — students study literary devices and models and learn about the hallmark traits of poetry and write a collection of poems.
5. **Finding Your Readers**—Students learn about the business aspects of being a writer, such as publication, networking, and marketing their work.

## **RESOURCE MATERIALS**

Bronson, Po. *642 Things to Write About*. San Francisco: Chronicle Books, 2011. Print.

Burke, Jim. *The Common Core Companion: the Standards Decoded, Grades 9-12: What They Say, What They Mean, How to Teach Them*. Print.

Collom, Jack, and Sheryl Noethe. *Poetry Everywhere: Teaching Poetry Writing in School and in the Community*. New York: Teachers & Writers Collaborative, 1994. Print.

Gallagher, Kelly. *Write Like This: Teaching Real-World Writing Through Modeling & Mentor Texts*. Portland, Me.: Stenhouse Publishers, 2011. Print.

Lowry, Brigid. *Juicy Writing: Inspiration and Techniques for Young Writers*. Crows Nest, NSW: Allen & Unwin, 2008. Print.

Neubauer, Bonnie. *Take Ten for Writers: 1,000 Inspiring Exercises*. Cincinnati, Ohio: Writer's Digest Books, 2009. Print.

Teen Ink | A Teen Literary Magazine and Website. Date Accessed: May 01, 2014.

*The College Board, The Arts and the Common Core: A Review of Connections Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework*, New York, N.Y., December 2012.

VanderMeer, Jeff. *Wonderbook: the Illustrated Guide to Creating Imaginative Fiction*. New York: Abrams Image, 2013. Print.

## **DISTRICT ESLRs TO BE ADDRESSED:**

### **Students will be:**

- **Self-Directed Learners**: Students use external resources to find information, research writing topics, and complete class assignments, and use reflection as a tool to continually revise and improve their writing.

- **Effective Communicators**: By writing a variety of genres for various audiences throughout the year, the students become more effective communicators, developing the necessary skills to augment abilities to communicate effectively, clearly and precisely, and to frequently practice those skills.
- **Quality Producers**: The students write quality pieces, create unique stories, and use technology to ensure all work produced exceeds typical expectations.
- **Constructive Thinkers**: Students will be required to select the appropriate resources to gather information. They then analyze and synthesize that information in to a compelling manuscript.
- **Collaborative Workers**: Through the use of writer's workshop approaches, students discover how to cooperate with peers for informative response groups or collaborative writers' groups.
- **Responsible Citizens**: Through course work and units of study, students develop a better understanding of themselves, the world around them, and the impact they have on their social, political, and cultural environments through the power of the written word.

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