



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Creative Writing Curriculum

Course Description: Creative Writing is designed for students to create original forms of descriptive writing, poetry, drama and fiction. Through analysis of mentor texts, students will develop their own writing craft. Units of study include habits of a creative writer, elements of a story, poetry, and playwriting. This material is to support the in-person (not virtual) iteration of this course.

Curriculum Standards: Missouri Department of Elementary and Secondary Education (DESE)

Scope and Sequence:

Timeframe	Unit	Instructional Topics
12 blocks	1 - Foundations of Creative Writing	1: The Habits of Creative Writers 2: Who Am I as a Writer?
25 blocks	2 - Short Story	1: Elements of a Story 2: Analysis of Story
20 blocks	3 - Poetry	1: Elements of Poetry 2: Analysis of Poetry
15 blocks	4 - One Act Playwriting	1: Elements of One Act 2: Analysis of One Act

Norms for the Creative Writing Classroom

Listed below are some important norms and processes for facilitating a positive creative writing classroom experience.

- **Classroom Writing Community:** Setting up a writing community is a crucial aspect of the creative writing classroom. This includes establishing expectations for peer interaction, sharing writing with others, and providing feedback. For additional guidance on these structures, see *180 Days* by Penny Kittle and Kelly Gallagher.
- **Workshop Structure:** Creative writers will develop best within a workshop structure, including:
 - *Journaling:* Daily opportunities for students to brainstorm, write, pattern, etc.
 - *Reading mentor texts:* Mentor texts are succinct excerpts from rich literary sources that expose students to various genre features, writer's craft elements, etc. These should include examples from fiction and literary nonfiction.
 - *Craft move analysis:* Teacher led process that uses a variety of mentor texts that specifically illustrate or target a literary element that the instructor wants the students to interact with more deeply.
 - *Writing conferences:* As often as is reasonable, the teacher should conduct short, focused conferences using students' authentic writing to support how they're incorporating various writing elements.
- **Authentic Audiences:** When possible, seek and arrange opportunities for students to share their writing with authentic audiences outside of the classroom. This could include experiences like school art fairs or showcases, school-based publications (ex. newspapers, literary magazines, etc.), and external publications (ex. Scholastic, PTA Reflections, New York Times Learning Network, etc.).

Workshop Instructional Model:

The workshop model is a key structure that prioritizes time spent in student-centered learning activities over large group instruction. The teacher is responsible for establishing an explicit focus, designing activities based on needs of students, and using student work time to confer with individuals or small groups in order to formatively assess and differentiate instruction as needed.

This is an example of a block breakdown using the Workshop Model. While students must read and write every class period, the specific sequence is flexible and up to the teacher's discretion.

Workshop Elements	Suggested Time	Suggestions or Examples
Read	10-15 min.	● Daily Reading Time ● Independent Choice Reading ● Book Clubs ● Book Talks ● Mentor Texts
Write	5-10 min.	● Quickwrite ● Thought Logs ● Writer's Notebooks ● Mentor Text Exercises
Study (Mini Lessons)	20-30 min.	● Modeling ● Demonstration ● Direct Instruction ● Lecture
Do (Student Work Time)	35-45 min.	● Practicing Content ● Application of Knowledge ● Independent Practice ● Small Group Practice ● Conferencing ● Differentiated Instruction
Share (Reflection)	5 min.	● Exit Ticket ● Metacognitive Exercise ● Debrief ● Beautiful Words ● Reading Minute ● Stand and Deliver

Curriculum Revision Tracking

Fall 2024

- Removed ISTE standards
- Removed Teaching Tolerance standards
- Removed old National Arts standards
- Updated Missouri Priority and Supporting standards
- Developed standards-based learning targets for all Priority Standards
- Embedded workshop elements throughout

Spring 2018

- Revised to align to updated Missouri Learning Standards, ISTE Standards, and Teaching Tolerance Standards (where applicable).

Spring 2016

- Revised curriculum

Unit 1: Foundations of Creative Writing

Subject: Creative Writing

Grade: 11-12

Name of Unit: Foundations of Creative Writing

Length of Unit: 12 blocks

Overview of Unit: This unit exposes students to the foundations of creative writing, including the habits of creative writers. Students will set up their writer's notebooks which will be used throughout all subsequent units. Students will engage in activities that explore their own inspirations for writing.

Priority Standards for unit:

Priority Standard: 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing.	2
	Applying
Students will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.	2
	Applying

Supporting Standards for unit:

- 11-12.RL.3.C Evaluate how an author's work reflects his or her historical/cultural perspective.
- 11-12.RL.3.E Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

<u>Essential Questions:</u> 1. What’s the relationship between task, purpose, audience, organization, and style?	<u>Unit Vocabulary:</u> ● Writer’s Notebook ● Artist Statement ● Portfolio ● Writing Process
<u>Enduring Understandings:</u> 1. Audience and purpose are the driving forces behind organization and style within a piece of literary writing.	
<u>Final Product (Engaging Scenario):</u> “Me” Portfolio with an Artist Statement	

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit’s priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario: (2 blocks)

“Me” Portfolio with an Artist Statement

Students will compile work they have completed during the *Topic 2: Who Am I as a Writer?* engaging experiences. This portfolio will showcase the work and thinking they have done around the theme of the human condition, including their own background, experiences, and inspirations for creative writing. The portfolio could include the following: Fingerprint, Heart Map, I Can’t Imagine Life Without, I Am Statements, 10 Favorite Words, My Story in Four Faces.

After compiling the work from *Topic 2: Who Am I as a Writer?*, the portfolio could conclude with an Artist Statement. [The Artist Statement](#) is a brief text that is written with the intent to describe, explain, and justify the artist’s body of work. Students will update their Artist Statement throughout the course as they continue in their writing journey.

Topic 1: The Habits of Creative Writers

Engaging Experience 1

Title: Setting Up the Writer's Notebook

Suggested Length of Time: 1/2 block

Detailed Description/Instructions:

Students will bring a composition notebook to class, or the school/department can provide one.

Notebooks will be used daily for journal entries, brainstorming, and other creative writing processes. Students are encouraged to personalize their notebooks, and they are expected to bring the notebook every day to class. Notebooks will occasionally be checked by the teacher for completion and feedback.

Topic 2: Who Am I as a Writer?

Engaging Experience 1

Title: My Writing Experience

Suggested Length of Time: 1/2 block

Detailed Description/Instructions:

In their Writer's Notebooks, students will reflect on their writing experiences, both personal and academic. Additionally, students will identify, examine, and explain their personal goals for creative writing. Students will share their experiences and goals in a whole class discussion.

Engaging Experience 2

Title: Finding Inspiration

Suggested Length of Time: 2 blocks

Detailed Description/Instructions:

Students will explore professional examples of personal creative writing. This could include mentor texts like nonfiction memoir excerpts, autobiographies, artist statement examples, and personal narratives that discuss and showcase the impact of creative writing. The goal is for students to be inspired by professional writers and better understand the kind of writer they could become throughout the course.

Engaging Experience 3

Title: Fingerprint

Suggested Length of Time: 1 block

Detailed Description/Instructions:

Students will develop a [Fingerprint](#) self-analysis. This activity is designed to help students identify what makes them truly unique as individuals and, subsequently, writers. Students will list unique attributes and characteristics about themselves within the lines of the fingerprint.

Engaging Experience 4

Title: Heart Map

Suggested Length of Time: 1 block

Detailed Description/Instructions:

Students will develop a [Heart Map](#) as a means for generating writing ideas about important people, places, ideas, and things in their lives.

Engaging Experience 5

Title: I Can't Imagine Life Without...

Suggested Length of Time: 1 block

Detailed Description/Instructions:

Students will develop a collection of things [I Can't Imagine Life Without](#). To gain inspiration, students will list things they can't imagine their lives without. Students are able to hyperbolize and showcase their personalities through the activity.

Engaging Experience 6

Title: I Am Statements

Suggested Length of Time: 1 block

Detailed Description/Instructions:

Students will write a list of "I Am" Statements. They can identify their roles and positive attributes that make them who they are. These statements are meant to inspire and encourage students throughout their creative processes in the course.

Engaging Experience 7

Title: 10 Favorite Words

Suggested Length of Time: 1-2 blocks

Detailed Description/Instructions:

Students will develop a list of their [10 Favorite Words](#) that includes an explanation for why each word made the list as well as the connotative and denotative uses for each word.

Engaging Experience 8

Title: My Story in Four Faces

Suggested Length of Time: 2-3 blocks

Detailed Description/Instructions:

Students will develop a [My Story in Four Faces](#) writing product. Students select a few pictures of themselves at various stages in their lives. Then, students will write the stories of what was happening in their lives at the moment the photographs were taken. As this is their initial attempt at writing a longer piece, students will be introduced to the writing process.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1: The Habits of Creative Writers	Setting Up the Writer's Notebook	Students will bring, customize, and preemptively organize a composition notebook to be used daily for journal entries, brainstorming, and other creative writing processes throughout the course.	1/2 block
2: Who Am I as a Writer?	My Writing Experience	Students will reflect on their writing experiences and examine their personal goals for creative writing.	1/2 block
2: Who Am I as a Writer?	Finding Inspiration	Students will explore professional examples of personal creative writing in order to find writerly inspiration and better understand the kind of writer they could become throughout the course.	2 blocks
2: Who Am I as a Writer?	Fingerprint	Students will identify what makes them unique as individuals and writers by listing unique attributes and characteristics about themselves within the lines of a fingerprint template.	1 block
2: Who Am I as a Writer?	Heart Map	Students will develop a Heart Map as a means for generating writing ideas about important people, places, ideas, and things in their lives.	1 block
2: Who Am I as a Writer?	I Can't Imagine Life Without...	Students will list things they can't imagine their lives without while using hyperbole to showcase their personalities.	1 block
2: Who Am I as a Writer?	I Am Statements	Students will write a list of "I Am" Statements that identify the roles and positive attributes that make them who they are.	1 block
2: Who Am I as a Writer?	10 Favorite Words	Students will develop a list of their 10 Favorite Words that includes an explanation for why	1-2 blocks

		each word made the list as well as the connotative and denotative uses for each word.	
2: Who Am I as a Writer?	My Story in Four Faces	Students select a few pictures of themselves at 4 different stages in their lives then write the stories of what was happening in their lives at the moment the photographs were taken.	2-3 blocks
Engaging Scenario: Students will create a portfolio showcasing their unit to highlight their reflections on the human condition, including personal background, experiences, and creative inspirations. The portfolio will conclude with an evolving Artist Statement that explains and justifies their body of work.			2 blocks

Unit 2: Short Story

Subject: Creative Writing

Grade: 11-12

Name of Unit: Short Story

Length of Unit: 25 blocks

Overview of Unit: This unit is designed to explore short fiction works, both as a reader and as a writer. This unit culminates in the students writing a short story for a specific audience.

Priority Standards for unit:

Priority Standard: 11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.	
Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	3
	Analyzing
Students will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding organization.	3
	Analyzing
Students will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding content.	3
	Analyzing

Priority Standard: 11-12.W.3.A.b Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.	
Students will choose precise language to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text.	2
	Applying

Students will make syntactical choices to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text.	2
	Applying

Priority Standard: 11-12.W.3.A.c Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Applying
Students will demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing.	2
	Applying

Priority Standard: 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Applying
Students will use a variety of appropriate transitions to clarify relationships within a piece of writing.	2
	Applying
Students will use a variety of appropriate transitions to signal time shift within a piece of writing.	2
	Applying

Priority Standard: 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.

Students will determine two or more themes in a text.

2

Applying

Students will analyze the development of themes throughout a text.

3

Analyzing

Students will relate the theme in a text to human nature and the world.

3

Analyzing

Students will provide an objective and concise summary of the text.

1

Understanding

Priority Standard: 11-12.RL.2.D Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

Students will evaluate the development of the plot of a text.

3

Evaluating

Students will evaluate the development of the characters of a text.

3

Evaluating

Students will evaluate the development of the setting of a text.

3

Evaluating

Students will evaluate the development of the theme(s) of a text.

3

Evaluating

Students will evaluate how the development of the plot, characters, setting, and theme of a text are related.

3

Evaluating

Supporting Standards for unit:

- 11-12.W.3.A.e Review, revise, and edit writing with consideration for the task, purpose, and audience. 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.RL.3.E Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Essential Questions:

1. What choices regarding organization and content should a writer make during the revision process?
2. How do word choice and sentence structure impact the reader's understanding of the text?
3. Why is it important for a writer to use standard English conventions, usage, grammar, spelling, and punctuation?
4. How do appropriate transitions impact a piece of writing?
5. How can a reader determine the themes in a text?
6. How can an author's choices regarding the elements of a text be evaluated?

Enduring Understandings:

1. During a revision process, the writer makes decisions about task, purpose and audience that enhance the reader's understanding.
2. Word choice and sentence structure help the reader understand the tone and purpose of the text.
3. It is important for a writer to use standard conventions because it aids the reader's comprehension.
4. Transitions aid the reader in connecting ideas, claims and time shifts.
5. The reader can determine themes in literature by studying the text and summarizing it.
6. An author's choices regarding text elements can be evaluated based on the development of plot, characters, setting and theme.

Final Product (Engaging Scenario):

Short story or children's book

Unit Vocabulary:

- Plot
- Characterization
- Theme
- Point of View
- Setting
- Audience
- Context
- Purpose

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario: (10 blocks)

Based on teacher discretion of student needs, students may culminate the unit with one of the following engaging scenarios:

1. A short story. Making sure to incorporate all the skills learned in the unit, the students will write their own, original short story.
2. A children's book with illustrations. Students could use a variety of story building apps to help them develop their book.

For both the short story and the children's book, the students will participate in the peer revision process and share the final product with an authentic audience.

Topic 1: Elements of a Story

Engaging Experience 1

Title: The Big 5 Elements of a Story

Suggested Length of Time: 3 blocks

Detailed Description/Instructions:

Through a lecture, students will be introduced to the “Big 5” elements of a short story: Plot, Setting, Characterization, Theme, Point of View. The teacher will lead students through a discussion of these elements, including other related terms. While much of this is review from previous English courses, it is important that all students are on the same page. Once students have been introduced to the terms, teachers may ask them to identify story elements in a short film, song, or other multimedia story format.

Topic 2: Analysis of Story

Engaging Experience 1

Title: Children's Story or Fairy Tale

Suggested Length of Time: 3/4 block

Detailed Description/Instructions:

Using a [Children's Book Review Guide](#), students will analyze a variety of childrens' books with specific attention to dialogue, word choice, visual images and audience. Students will explain how the author's choices are specific to a given audience (age range).

Engaging Experience 2

Title: Short Story

Suggested Length of Time: 3 blocks

Detailed Description/Instructions:

Students will explore various creative writing techniques by reading and analyzing professional short stories. The teacher will guide students' reading of each story by encouraging them to analyze the impact of the writer's choices regarding a specific story element. Consider using the following stories:

- "A&P" by John Updike (setting, POV)
- "Magic Barrel" by Bernard Malamud (plot, dialogue)
- "Secret Life of Walter Mitty" by James Thurber (characterization, irony)
- "Death by Scrabble" by Charlie Fish (plot)
- "Story of an Hour" by Kate Chopin (setting, plot, irony)
- "Cathedral" by Raymond Carver (point of view).

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1-Elements of a Story	The Big 5	Through discussion and mentor text/media analysis, students will be introduced to the “Big 5” elements of a short story: Plot, Setting, Characterization, Theme, Point of View.	3 blocks
2-Analysis of Story	Children’s Story or Fairy Tale	Students will analyze a variety of childrens’ books with specific attention to dialogue, word choice, visual images and audience. Students will explain how the author’s choices are specific to a given audience.	3/4 block
2-Analysis of Story	Short Story	Students will explore various creative writing techniques by reading and analyzing professional short stories. The teacher will guide students’ reading of each story by encouraging them to analyze the impact of the writer’s choices regarding a specific story element.	3 blocks
Engaging Scenario: Based on teacher discretion of student needs, students may culminate the unit with one of the following engaging scenarios: a short story, or a children’s book with illustrations. For either, students will participate in the peer revision process and share the final product with an authentic audience.			7 blocks

Unit 3: Poetry

Subject: Creative Writing

Grade: 11-12

Name of Unit: Poetry

Length of Unit: 20 blocks

Overview of Unit: This unit is designed to explore the genre of poetry, both as a reader and as a writer. This unit culminates in the students writing a collection of original poems around a theme of their choice.

Priority Standards for unit:

Priority Standard: 11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.	
Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	3
	Analyzing
Students will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding organization.	3
	Analyzing
Students will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding content.	3
	Analyzing

Priority Standard: 11-12.W.3.A.b Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.	
Students will choose precise language to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text.	2
	Applying

Students will make syntactical choices to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text.	2
	Applying

Priority Standard: 11-12.W.3.A.c Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	3
	Analyzing
Students will demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing.	2
	Applying

Priority Standard: 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Students will follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing.	2
	Applying
Students will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.	2
	Applying

Priority Standard: 11-12.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

Students will determine the meaning of words, including denotative, connotative, and figurative meanings, as they are used in a text.	2
	Understanding

Students will determine the meaning of phrases, including denotative, connotative, and figurative meanings, as they are used in a text.	2
	Understanding
Students will use context clues to determine the meaning of words and phrases as they are used in a text.	2
	Understanding

Priority Standard: 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.

Students will determine two or more themes in a text.	2
	Applying
Students will analyze the development of themes throughout a text.	3
	Analyzing
Students will relate the theme in a text to human nature and the world.	3
	Analyzing
Students will provide an objective and concise summary of the text.	1
	Understanding

Priority Standard: 11-12.RL.2.C Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.

Students will evaluate how the author's word choices contribute to a text's overall meaning.	3
	Evaluating

Students will evaluate how the author's word choices contribute to a text's tone.	3
	Evaluating
Students will evaluate how the author's word choices contribute to a text's aesthetic impact.	3
	Evaluating
Students will evaluate how the author's use of syntax contributes to a text's overall meaning.	3
	Evaluating
Students will evaluate how the author's use of syntax contributes to a text's tone.	3
	Evaluating
Students will evaluate how the author's use of syntax contributes to a text's aesthetic impact.	3
	Evaluating

Supporting Standards for unit:

- 11-12.W.3.A.e Review, revise, and edit writing with consideration for the task, purpose, and audience. 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.RL.3.E Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

<u>Essential Questions:</u> 1. What choices regarding organization and content should a writer make during the revision process? 2. How do word choice and sentence structure impact the reader's understanding of the text? 3. Why is it important for a writer to use standard English conventions, usage, grammar, spelling, and punctuation? 4. What's the relationship between task, purpose, audience, organization, and style? 5. How can words and phrases have multiple meanings?	<u>Unit Vocabulary:</u> ● Figurative language ● Metaphor ● Simile ● Personification ● Hyperbole ● Imagery ● Diction ● Concrete ● Abstract ● Denotation ● Connotation
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6. How can a reader determine the themes in a text? 7. How do word choice and syntax impact a text?	● Alliteration ● Onomatopoeia ● Symbolism ● Tone ● Shift ● Lines ● Stanzas ● Syntax
<u>Enduring Understandings:</u> 1. During a revision process, the writer makes decisions about task, purpose and audience that enhance the reader's understanding. 2. Word choice and sentence structure help the reader understand the tone and purpose of the text. 3. It is important for a writer to use standard conventions because it aids the reader's comprehension. 4. Audience and purpose are the driving forces behind organization and style within a piece of literary writing. 5. Words and phrases have multiple meanings based on their connotative and denotative meanings. 6. The reader can determine themes in literature by studying the text and summarizing it. 7. Word choice and syntax contribute to the meaning, tone and aesthetic impact of a text.	
<u>Final Product (Engaging Scenario):</u> Poetry Portfolio	

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario: (10 blocks)

Poetry Portfolio

After being exposed to elements of poetry, poetic devices, and types of poetry, students will create a portfolio of 16 original poems around a theme that consists of the following requirements:

- 6 prescribed poems
 - Definition
 - Alphabet
 - Color
 - Sensory
 - Crossword
 - Acrostic
- 10 student choice poems
 - Students can choose from a variety of types, many of which can be found on the [Types of Poems](#) website.

Topic 1: Elements of Poetry

Engaging Experience 1

Title: What Is Poetry?

Suggested Length of Time: 1-2 blocks

Detailed Description/Instructions:

Through a lecture, students will be introduced to poetry. This includes the basic structure of a poem (stanzas, lines, punctuation) and how to read poetry. Using example poems, the teacher will emphasize the importance of reading poetry out loud, slowly, and attentively. Teachers will also discuss how to use punctuation, instead of line breaks, for pauses and the importance of rereading poetry for deeper meaning.

Engaging Experience 2

Title: Poetic Devices

Suggested Length of Time: 1-2 blocks

Detailed Description/Instructions:

Through a lecture, students will be introduced to poetic devices: Figurative Language (metaphor, simile, personification, hyperbole), Imagery, Diction (concrete vs. abstract, connotation vs. denotation), Symbols, Allusions, and Tone. The teacher will lead students through a discussion of these elements, including other related terms. While much of this is review from previous English courses, it is important that all students are on the same page. Once students have been introduced to the terms, teachers may ask them to identify poetic devices in poems, songs, or other poetic forms.

Engaging Experience 3

Title: Types of Poetry

Suggested Length of Time: 1-2 blocks

Detailed Description/Instructions:

Students will be introduced to a wide variety of poetry and forms through class lecture and individual exploration. Consider using [this resource](#), [this resource](#), and [this resource](#).

Topic 2: Analysis of Poetry

Engaging Experience 1

Title: Analyzing Poems

Suggested Length of Time: 5 block

Detailed Description/Instructions:

Students will choose a theme for their poetry portfolio. Then, students will identify and analyze a minimum of 3 published poems that also explore that central theme. Optionally, teachers could require students to find and analyze specific types of poetry. Eventually, students' analysis of the poems will be included in their final portfolio.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1-Elements of Poetry	What Is Poetry?	Students will explore the basic structure of a poem, vocal poetry performance, and grammatical nuances of the genre through mentor text evaluation.	1-2 blocks
1-Elements of Poetry	Poetic Devices	Students will explore and identify various poetic devices in poems, songs, or other poetic mentor texts.	1-2 blocks
1-Elements of Poetry	Types of Poetry	Students will be introduced to a wide variety of poetry and forms through class lecture and individual exploration.	1-2 blocks
2-Analysis of Poetry	Analyzing Poems	Students will choose a theme for their poetry portfolio then identify and analyze a minimum of 3 published poems that also explore that central theme.	5 blocks
Engaging Scenario: Students will create a portfolio of 16 original poems around an identified theme.			10 blocks

Unit 4: One Act Playwriting

Subject: Creative Writing

Grade: 11-12

Name of Unit: One Act

Length of Unit: 15 blocks

Overview of Unit: This unit is designed to explore the genre of playwriting, both as a reader and as a writer. This unit culminates in the students writing a one-act play for an authentic audience.

Priority Standards for unit:

Priority Standard: 11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.	
Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	3
	Analyzing
Students will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding organization.	3
	Analyzing
Students will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding content.	3
	Analyzing

Priority Standard: 11-12.W.3.A.b Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.	
Students will choose precise language to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text.	2
	Applying

Students will make syntactical choices to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text.	2
	Applying

Priority Standard: 11-12.W.3.A.c Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	3
	Analyzing
Students will demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing.	2
	Applying

Priority Standard: 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	3
	Analyzing
Students will use a variety of appropriate transitions to clarify relationships within a piece of writing.	2
	Applying
Students will use a variety of appropriate transitions to signal time shift within a piece of writing.	2
	Applying

Priority Standard: 11-12.RL.2.D Evaluate the impact of the author’s choices regarding how to develop and relate elements of a text.

Students will evaluate the development of the plot of a text.	3
	Evaluating
Students will evaluate the development of the characters of a text.	3
	Evaluating
Students will evaluate the development of the setting of a text.	3
	Evaluating
Students will evaluate the development of the theme(s) of a text.	3
	Evaluating
Students will evaluate how the development of the plot, characters, setting, and theme of a text are related.	3
	Evaluating

Supporting Standards for unit:

- 11-12.W.3.A.e Review, revise, and edit writing with consideration for the task, purpose, and audience. 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.RL.3.E Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

<u>Essential Questions:</u> 1. What choices regarding organization and content should a writer make during the revision process? 2. How do word choice and sentence structure impact the reader’s understanding of the text? 3. Why is it important for a writer to use standard English conventions, usage, grammar, spelling, and punctuation? 4. How do appropriate transitions impact a piece of writing? 5. How can an author’s choices regarding the elements of a text be evaluated?	<u>Unit Vocabulary:</u> ● Stage directions ● Scenes ● Characterization ● Foil ● Context ● Plot Structure ● Setting ● Monologue ● Soliloquy
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<u>Enduring Understandings:</u> 1. During a revision process, the writer makes decisions about task, purpose and audience that enhance the reader's understanding. 2. Word choice and sentence structure help the reader understand the tone and purpose of the text. 3. It is important for a writer to use standard conventions because it aids the reader's comprehension. 4. Transitions aid the reader in connecting ideas, claims and time shifts. 5. An author's choices regarding text elements can be evaluated based on the development of plot, characters, setting and theme.	● Dialogue ● Asides ● Tragedy ● Comedy
<u>Final Product (Engaging Scenario):</u> One Act Play	

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario: (10 blocks)

One-Act Play

Incorporating the skills which have been addressed in the unit, the students will write a one-act play. Students will submit their play to their classmates for revision, make necessary revisions, and produce a final form to be presented to an authentic audience via a read aloud. Students will exchange one-acts and read through the piece together. Students are encouraged to make notes and edit as the one act is being read.

If the teacher is able to align this project with the drama class, many of the written one acts could be used within that course.

Topic 1: Elements of One Act

Engaging Experience 1

Title: One Act Play Elements

Suggested Length of Time: 2-3 blocks

Detailed Description/Instructions:

Through a lecture, students will be introduced to the basic elements of a One Act: Dialogue, Stage Directions, Characters, Setting, and Plot. The teacher will lead students through a discussion of these elements, including other related terms. Once students have been introduced to the terms, teachers may ask them to identify One Act elements in a contemporary or student written One Act play.

Topic 2: Analysis of One Act

Engaging Experience 1

Title: Podcast/Dramatic Interpretation

Suggested Length of Time: 2-3 blocks

Detailed Description/Instructions:

Students will be exposed to various playwriting techniques by reading and analyzing One Act plays. The teacher will guide students' reading of each play by encouraging them to analyze the impact of the writer's choices regarding a specific story element or technique. Optionally, students could analyze a fiction podcast that shares many similarities with the techniques used in playwriting.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1-Elements of One Act	One Act Play Elements	Students will explore and identify the core elements of a One Act Play.	2-3 blocks
2-Analysis of One Act	Podcast/ Dramatic Interpretation	Students will explore playwriting techniques by reading and analyzing One Act plays or a fiction podcast that shares many similarities with the techniques used in playwriting.	2-3 blocks
Engaging Scenario: Students will write a one-act play, submit their play to their classmates for revision, make necessary revisions, and produce a final form to be presented to an authentic audience via a read aloud.			10 blocks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.