



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE Creative Writing I

Curriculum Development Timeline

School: Ocean Township High School

Course: Creative Writing I

Department: English

Board Approval	Supervisor	Notes
August 2009	Jane VanNosdall	Born Date
August 2017	Ian Schwartz	Revisions
March 2019	Ian Schwartz	Revisions
August 2019	Ian Schwartz	Revisions
August 2022	Ian Schwartz	Alignment to Standards
August 2024	Ian Schwartz	Updated to include New State Mandates

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DEPARTMENT English

COURSE Creative Writing I

Township of Ocean Pacing Guide			
Week	Unit	Week	Unit
1	The Creative Process	11	The Creative Process
2	The Creative Process	12	The Creative Process
3	The Creative Process	13	The Creative Process
4	The Creative Process	14	The Creative Process
5	The Creative Process	15	The Creative Process
Week	Unit	Week	Unit
6	Genre Writing	16	Genre Writing
7	Genre Writing	17	Genre Writing
8	Genre Writing	18	Genre Writing
9	Genre Writing	19	Genre Writing
10	Genre Writing	20	Genre Writing

Core Instructional & Supplemental Materials including various levels of Texts

- Sheena Gillespie, Terezinha Fonseca and Tony Pipolo: ***Literature Across Cultures*** 4th Edition
- McDougal Littell ***The Language of Literature*** (9th & 10th grade editions)
- Stacey Cotrufo ***Introduction to Creative Writing***

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COURSE Creative Writing I

Time Frame	5 Weeks
Topic	
The Creative Process	
Alignment to Standards	
W.AW.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. 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 conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented. 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 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. 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. L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	

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COURSE Creative Writing I

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do personal experiences depicted through writing serve an alternative purpose other than self-expression?
- How do writers vary their writing for different purposes and audiences?
- How is reading/observing a process of constructing meaning from text?

SWBAT demonstrate understanding of the following:

- Writing is a means of self-expression and explores the depth of the human condition, conflicts, and motivation.
- Writing requires a knowledge of literary elements and forms as well as study other writers.
- Writing requires time and effort and writers read and write everyday to expand their imagination and exposure/use of language.
- Students will demonstrate understanding of language forms, word relationships, effects of word choice, and nuances in word meanings.
- Students will apply knowledge of language to make effective writing choices for meaning, style, and purpose.
- Students will write routinely over extended periods of time as well as shorter frames depending on task, purpose, and audience.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, etc. while focusing on addressing what is most significant for a specific purpose and audience.
- Students will use technology, including the Internet, to produce, share, and update individual or shared writing products.
- Students will collaborate and discuss classroom topics in a respectful manner.
- Students will read, discuss, and write about selected sources that focus on writers and their craft.

Learning Activities:

- Free-write/Journal/Blogging daily
- Reading published authors
- Personal Narrative writing
- Individual reflection/editing

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COURSE Creative Writing I

- Observational writing

Assessments

Formative:

- Formative assessment of student journals on a daily basis
- Formative assessment of daily "Writing Warm-ups"
- Participation in class discussion about the writing process and how to avoid "writer's block"

Summative:

- Produce three pieces of writing for peer and teacher evaluation.

Alternative:

- Willingness to peer collaborate and reflect/edit accordingly
- Oral and technology-based presentation of writing
- Personal growth through writing evaluation exercises

Interdisciplinary Connections

Students will demonstrate understanding of language forms, word relationships, effects of word choice, and nuances in word meanings, and relate them to stylistic decisions in the visual arts:

1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

Career Readiness, Life Literacies, and Key Skills

Online Blogging/Publishing:

9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.

Technology Integration

Students will assess digital platforms for publishing creative writing blogs:

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP2. Apply appropriate academic and technical skills

CRP6. Demonstrate creativity and innovation

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COURSE Creative Writing I

CRP11. Use technology to enhance productivity.

Time Frame	5 Weeks
Topic	
Genre Writing	
Alignment to Standards	
W.AW.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. 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 conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented. 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 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. 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. L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.	

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DEPARTMENT English

COURSE Creative Writing I

B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does studying/reading a genre help an author write in that genre and engage readers?
- How do certain genres in writing require different approaches?
- How do writers vary their writing for different purposes and audiences?
- How does the genre of writing selected affect the story or idea being presented to the reader? How do authors use multiple modalities to communicate a message?
- How has technology affected the publication process?

SWBAT demonstrate understanding of the following:

- Writing requires a knowledge of literary elements and forms as well as concepts and ideas from history, art, music and more.
- Writing is a multi-stage, reflective process.
- Writing benefits from collaboration and feedback
- Writing requires time and effort and writers read and write everyday to expand their imagination and exposure/use of language.
- Students will demonstrate understanding of language forms, word relationships, effects of word choice, and nuances in word meanings.
- Students will apply knowledge of language to make effective writing choices for meaning, style, and purpose.
- Students will write routinely over extended periods of time as well as shorter frames depending on task, purpose, and audience.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, etc. while focusing on addressing what is most significant for a specific purpose and audience.
- Students will use technology, including the Internet, to produce, share, and update individual or shared writing products.
- Students will collaborate and discuss classroom topics in a respectful manner.
- Students will read, discuss, and write about selected sources that focus on writers and their craft.

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COURSE Creative Writing I

Learning Activities:

- Reading published authors
- Group discussion of fiction/non-fiction/graphic novels/blogs/screenplay/plays/spoken word etc.
- Examination of short stories in the thriller and romance category
- Using imagery to expand vocabulary and effective story-telling by the use of foods and experiences with a diary on those experiences.
- Evaluation of television shows for plot writing and characterization using contemporary shows as well as classics.
- Submission of different writing genres including: drama, dialogue, varied genres of short story writing: thriller, romance, documentary etc.
- Presentation of storyboards to discuss plot pitfalls and characterization.
- Peer review and round table readings.

Assessments

Formative:

- Formative assessment of daily "Writing Warm-ups"
- Participation in class discussion
- Teacher and peer evaluation and suggestion: "Writer's Workshop"

Summative:

- Publication/performance of personally chosen "best work"

Alternative:

- Willingness to peer collaborate and reflect/edit accordingly
- Oral and technology-based presentation of writing for class anthology

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Online Publishing:

9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.

Technology Integration

Students will assess digital platforms for publishing creative writing blogs:

9.4.12.TL.1: Assess digital tools based on features such as accessibility options,

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DEPARTMENT English

COURSE Creative Writing I

capacities, and utility for accomplishing a specified task.

Career Education

CRP2. Apply appropriate academic and technical skills

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity.

Time Frame	5 Weeks
Topic	
Poetry	
Alignment to Standards	
W.NW.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 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 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. 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. L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Acquire and use accurately general academic and domain-specific words and	

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COURSE Creative Writing I

phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VI.9-10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper). "

Learning Objectives and Activities

SWBAT answer the following questions:

- How does studying/reading poets help an author write in that genre and engage readers?
- How can poetry be an expression of visual art for others as well as personal expression?
- How can creative writing such as poetry be available for mass appreciation?

SWBAT demonstrate understanding of the following:

- Writing is a means of self-expression and explores the depth of human condition, conflicts, and motivation.
- Writing requires a knowledge of literary elements and forms.
- Writing is a multi-stage, reflective process.
- Writing benefits from collaboration and feedback
- Writing requires time and effort and writers read and write everyday to expand their imagination and exposure/use of language.
- Students will demonstrate understanding of language forms, word relationships, effects of word choice, and nuances in word meanings.
- Students will apply knowledge of language to make effective writing choices for meaning, style, and purpose.
- Students will write routinely over extended periods of time as well as shorter frames depending on task, purpose, and audience.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will develop and strengthen writing as needed by planning, revising,

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editing, rewriting, etc. while focusing on addressing what is most significant for a specific purpose and audience.

- Students will use technology, including the Internet, to produce, share, and update individual or shared writing products.
- Students will collaborate and discuss classroom topics in a respectful manner.
- Students will read, discuss, and write about selected sources that focus on writers and their craft.

Learning Activities:

- Reading published authors
- Writing poetry through emulation of “famous” poets
- Poetry with photography (Polaroid “Best Part of Me”)
- Individual reflection/editing
- Blackout poetry
- Poetry on objects
- Poetry for a purpose (social-emotional connection)

Assessments

Formative:

- Formative assessment of student journals on a daily basis
- Formative assessment of daily “Writing Warm-ups”
- Participation in class discussion

Summative:

- Publication of personally chosen “best work” for showcasing
- Art installation of poems on objects

Alternative:

- Willingness to peer collaborate and reflect/edit accordingly
- Oral and technology-based presentation of writing
- Using objects as canvases for poetry

Interdisciplinary Connections

Students will read and connect artwork to poetry for a full visual poetic experience:

1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

Career Readiness, Life Literacies, and Key Skills

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DEPARTMENT English

COURSE Creative Writing I

Publishing:

9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.

Technology Integration

Author conferences and peer feedback through digital platforms:

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills

CRP6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity.

Time Frame

5 Weeks

Topic

The Portfolio

Alignment to Standards

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 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.

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.

L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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COURSE Creative Writing I

Learning Objectives and Activities

SWBAT answer the following questions:

- How do personal experiences depicted through writing serve an alternative purpose other than self-expression?
- How do writers compile their works for use in anthologies or publication?
- How does the genre of writing selected affect the story or idea being presented to the reader? How do authors use multiple modalities to communicate a message?
- How has technology affected the publication process?

SWBAT demonstrate understanding of the following:

- Writing is a means of self-expression and explores the depth of human condition, conflicts, and motivation.
- Writing requires a knowledge of literary elements and forms.
- Writing is a multi-stage, reflective process.
- Writing benefits from collaboration and feedback
- Writing requires time and effort and writers read and write everyday to expand their imagination and exposure/use of language.
- Students will demonstrate understanding of language forms, word relationships, effects of word choice, and nuances in word meanings.
- Students will apply knowledge of language to make effective writing choices for meaning, style, and purpose.
- Students will write routinely over extended periods of time as well as shorter frames depending on task, purpose, and audience.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, etc. while focusing on addressing what is most significant for a specific purpose and audience.
- Students will use technology, including the Internet, to produce, share, and update individual or shared writing products.
- Students will collaborate and discuss classroom topics in a respectful manner.
- Students will read, discuss, and write about selected sources that focus on writers and their craft.

Learning Activities:

- Individual reflection/editing
- Peer collaboration/editing
- Submission of different writing genres including: short story, personal narrative,

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COURSE Creative Writing I

monologue, drama, dialogue, varied poetry forms, memoirs, news articles, and blogs

- Students will submit writing for publication
- Students will create a class publication

Assessments

Formative:

- Participation in class discussion
- Discussion with published authors on the working life of a writer

Summative:

- Publication of personally chosen “best work”

Benchmark:

- Final Exam

Alternative:

- Willingness to peer collaborate and reflect/edit accordingly
- Oral and technology-based presentation of writing
- Collection of writing portfolio

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Online Blogging/Publishing:

9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.

Technology Integration

Students will assess digital platforms for creating and publishing a class publication:

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP2. Apply appropriate academic and technical skills

CRP6. Demonstrate creativity and innovation

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COURSE Creative Writing I

CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

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- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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