



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 II

Curriculum Development Timeline

School: Ocean Township High School

Course: Creative Writing II

Department: English

Board Approval	Supervisor	Notes
August 2018	Ian Schwartz	Born Date
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 II

Township of Ocean Pacing Guide			
Week	Unit	Week	Unit
1	Genre Exploration & Rewrites	11	Independent Focus Project
2	Genre Exploration & Rewrites	12	Independent Focus Project
3	Genre Exploration & Rewrites	13	Independent Focus Project
4	Genre Exploration & Rewrites	14	Independent Focus Project
5	Genre Exploration & Rewrites	15	Independent Focus Project
Week	Unit	Week	Unit
6	Taking Writing to the Next Level	16	Portfolio Work
7	Taking Writing to the Next Level	17	Portfolio Work
8	Taking Writing to the Next Level	18	Portfolio Work
9	Taking Writing to the Next Level	19	Portfolio Work
10	Taking Writing to the Next Level	20	Portfolio Work

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COURSE Creative Writing II

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 (11th grade edition)***

Stacey Cotrufo: ***Introduction to Creative Writing***

Stephen King: ***On Writing***

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Time Frame	5 Weeks
Topic	
Genre Exploration & Rewrites	
Alignment to Standards	
W.WP.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g. using portfolios, journals, conferencing); or 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.11-12.7. 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.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How does the writer mature over time? • How does revisiting prior writing pieces allow for further creativity through revision? • How does a writer evaluate their own writing? • How does the exploration of other authors allow a writer to find their own voice? 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 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.	

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- 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
- Use questionnaires and evaluative tools to determine strengths and weaknesses in writing
- Develop further voice in writing through daily writing prompts
- Re-visit writing pieces from Creative Writing I
- Individual reflection/editing
- Teacher and peer conferencing

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
- Show revisions and thoughtful examination of personal writing during revision

Alternative:

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

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

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COURSE Creative Writing II

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

CRP11. Use technology to enhance productivity.

Time Frame

5 Weeks

Topic

Taking Writing to the Next Level

Alignment to Standards

W.NW.11-12.3. 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 and its significance, 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g. using portfolios,

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COURSE Creative Writing II

journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do writers get published?
- How necessary are editors to the writer?
- 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?
- What steps are required to make writing a career?
- How do you submit your writing for publication?
- How can writing be a supplement to other fields?
- How has technology affected the publication process?

SWBAT demonstrate understanding of the following:

- Writing is a multi-stage, reflective process.
- Writing benefits from collaboration and feedback
- Writing has value in various vocational fields
- 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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Learning Activities:

- Reading published authors
- Exploration of working authors and their lives through research
- Conversations with published authors through Skype and/or Google Hangout
- Submission of different writing genres including: drama, dialogue, varied genres of short story writing: thriller, romance, documentary to teacher
- Submission of writing to contests and publishers
- 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"
- Submission of work for evaluation through contests and open calls for publication

Alternative:

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

Interdisciplinary Connections

Consider the content of works of art in various media in terms of their purpose, and use as inspiration for creative writing:

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

Online 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

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COURSE Creative Writing II

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

Independent Focus Project

Alignment to Standards

W.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11-12.3. 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

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and its significance, 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g. using portfolios, journals, conferencing); or 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.11-12.7. 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.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does independent study allow for in-depth self-evaluation of work?
- How does choice allow a writer to find their niche?
- How can a long range focus on an independent body of work allow the writer to grow?
- How can daily writing and revision lead to a focused writing outcome?

SWBAT demonstrate understanding of the following:

- Writing is a means of self-expression and explores the depth of human condition, conflicts, and motivation.
- Writing is a multi-stage, reflective process.
- 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.

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- 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:

- Daily writing and exploration of the elements of their chosen genre of writing through deeper exploration of writing elements
- Weekly peer and teacher conferences
- Writer's Block activities
- "Talking" to the written piece through evaluative questioning
- Research of authors specific to their chosen genre of writing
- Skill development for avoiding pitfalls associated with not keeping a schedule for writing/ staying on task for deadlines as a writer

Assessments

Formative:

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

Summative:

- Research evaluation on authors of chosen genre
- Peer and teacher conferences

Alternative:

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

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

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COURSE Creative Writing II

contexts and make connections to uses of art in contemporary and local contexts.

Career Readiness, Life Literacies, and Key Skills

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.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and	

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COURSE Creative Writing II

concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g. using portfolios, journals, conferencing); or 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.11-12.7. 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.

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 multi-stage, reflective process.
- Writing benefits from collaboration and feedback
- 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

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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, monologue, drama, dialogue, varied poetry forms, memoirs, news articles, and blogs
- Completion of independent project
- Students will submit writing for publication

Assessments

Formative:

- Participation in class discussion and peer editing
- Participation in writer's roundtable

Summative:

- Publication of independent project

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

Consider patterns of themes as evident in written texts as well as the visual and performing arts:

VPA.1.1.12.D.CS1 - Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

Career Readiness, Life Literacies, and Key Skills

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COURSE Creative Writing II

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 use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

CRP2. Apply appropriate academic and technical skills

CRP6. Demonstrate creativity and innovation

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

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COURSE Creative Writing II

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:

- 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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