

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Creative Writing

Board Meeting Date: June 18, 2025	Course Length: 2 semesters
Proposed Grade Level(s): 9-12	Subject Area: Elective Elective Area (if applicable): Interdisciplinary
Grading: A-F	Credits: 10
Prerequisite(s): None	Corequisite(s): None
CTE Sector/Pathway: NA	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (g) Elective	
Graduation Requirement: No	
Course Intent: Program (if applicable):	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org 916-294-9000 x 104415 1965 Birkmont Drive Rancho Cordova, CA 95742	

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION (Online):

In this course, students explore a range of creative writing genres, including fiction, poetry, creative nonfiction, drama, and multimedia writing. They study examples of classic and contemporary selections, apply what they learn to their own writing, and develop proficiency in the writing process. They learn to evaluate the writings of others and apply evaluation criteria to their own work. By the end of the course, students will have created a well-developed portfolio of finished written works..

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Example of Summative Assessment
Semester 1:			
1. Introduction to Creative Writing	Ideas and Imagination The Writing Process, Part 1 The Writing Process, Part 2 The Writing Process, Part 3	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
9-12.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 9-12.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 9-12.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 9-12.W.6: 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			
2. Fiction Writing	Exploring Fiction Elements of Fiction, Part 1 Elements of Fiction, Part 2 Writing Fiction	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
9-12.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 9-12.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 9-12.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 9-12.W.6: 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			
3. Poetry Writing	Exploring Poetry Elements of Poetry Styles and Forms of Poetry Writing Poetry Poetry Project	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations

9-12.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

9-12.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9-12.W.6: 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

4. Multimedia Writing

Exploring Multimedia
Creating a Multimedia
Presentation
Sharing a Multimedia
Presentation

*Online or paper-based
worksheets and practice
sets
*Quizzes
*Threaded discussions

*Exams (unit, semester
and final)
*Essays, research papers,
and other writing
assignments
*Presentations

9-12.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

9-12.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9-12.W.6: 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

5. Student Self-Publishing

Introduction to Student
Publishing
Publishing a Class
Anthology
Analyzing Personal Style
and Growth

*Online or paper-based
worksheets and practice
sets
*Quizzes
*Threaded discussions

*Exams (unit, semester
and final)
*Essays, research papers,
and other writing
assignments
*Presentations

9-12.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Semester 2:

6. Creative Nonfiction Focus

Getting Started and Goals
Elements of Creative
Nonfiction, Part 1
Elements of Creative
Nonfiction, Part 2
Creative Nonfiction
Project

*Online or paper-based
worksheets and practice
sets
*Quizzes
*Threaded discussions

*Exams (unit, semester
and final)
*Essays, research papers,
and other writing
assignments
*Presentations

9-12.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-

chosen details, and well-structured event sequences.

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7. Fiction Focus

Fiction Practice and Development
Advanced Fiction Elements, Part 1
Advanced Fiction Elements, Part 2
Fiction Project

*Online or paper-based worksheets and practice sets
*Quizzes
*Threaded discussions

*Exams (unit, semester and final)
*Essays, research papers, and other writing assignments
*Presentations

9-12.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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9-12.W.6: 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

8. Poetry Focus

Poetry Practice and Development
Advanced Poetry Elements, Part 1
Advanced Poetry Elements, Part 2
Poetry Project

*Online or paper-based worksheets and practice sets
*Quizzes
*Threaded discussions

*Exams (unit, semester and final)
*Essays, research papers, and other writing assignments
*Presentations

9-12.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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9. Writing for Stage and Screen

Introduction to Playwriting
Elements of Playwriting, Part 1
Elements of Playwriting, Part 2
Playwriting Project

*Online or paper-based worksheets and practice sets
*Quizzes
*Threaded discussions

*Exams (unit, semester and final)
*Essays, research papers, and other writing assignments
*Presentations

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10. Traditional Publishing	Exploring Traditional Publishing Submitting for Publication Reflection and Self-Analysis	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
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RELEVANT STANDARDS AND FRAMEWORKS, CONTENT SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

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

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

Link to Framework (if applicable):

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

<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter7.pdfwork.pdfframework.pdf>

Link to Subject Area Content Standards (if applicable):

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

Link to Program Content Area Standards (if applicable):

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

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved (yes/no)	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>ENG030D Summit Creative Writing</i>	<i>Stride K12</i>	Stride K12– online		