

Section 1: CORE UNITS

→ UNIT ONE: THE WRITER’S LIFE / SEEING THE SELF AS WRITER

<p>Grade, Subject: 9-12, English Elective (Creative Writing)</p>	<p>Strand (Unit): The Writer’s Life</p>
<p>Big Idea: Writers create routines relevant to their own needs and experiences.</p>	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> ● CC.1.2.11-12.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. ● CC.1.3.11-12.K - Read and comprehend literary fiction on grade level, reading independently and proficiently. ● CC.1.4.11-12.G - Write arguments to support claims in an analysis of substantive topics. ● CC.1.4.11-12.M - Write narratives to develop real or imagined experiences or events. ● CC.1.4.11-12.O - Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. ● CC.1.4.11-12.X - 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 discipline-specific tasks, purposes and audiences. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What does it mean to be a writer? ● How does identity play a role in storytelling? ● What is the importance of journaling daily? ● How can reading make me a better writer? ● Where does creativity come from? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● Writers read and write frequently. ● Writers write what they know. ● Writers find inspiration all around them.
<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Journal ● Free-writing ● Stream-of-consciousness ● Creativity 	<p>Competencies/Skills (SW...):</p> <ul style="list-style-type: none"> ● Reflect on what it means to be a writer. ● Write in response to truth-seeking prompts. ● Compose a nonfiction or fiction story. ● Research and read chosen texts. ● Synthesize various theories of creativity.
<p>Assessments:</p> <ul style="list-style-type: none"> ● Discussion posts ● <i>Writing Piece #1: Truth in Fiction</i> 	
<p>Resources:</p> <p>Exemplar Texts</p> <ul style="list-style-type: none"> ● BBC Invisible Podcast ● Amy Tan’s “Where Does Creativity Come From?” ● Student-chosen mentor text 	

→ UNIT TWO: Focusing on the Image / Poetry

Grade, Subject: 9-12, English Elective (Creative Writing)	Strand (Unit): Focusing on the Image / Poetry
Big Idea: Image and description are essential in story-telling.	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> ● CC.1.4.11-12.M - Write narratives to develop real or imagined experiences or events. ● CC.1.4.11-12.O - Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can writers best convey their story? ● What is an image? ● What are the characteristics of various poetic forms? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● Writers “show” AND “tell.” ● The image is a snapshot in time. ● Many poetic forms exist (i.e. imagist, sonnet, etc.) to assist writers in different types of expression.
<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Image ● Poetic Form: <ul style="list-style-type: none"> ○ Imagist ○ Haiku ○ Free Verse ○ Sonnet ○ Villanelle ○ Sestina 	<p>Competencies/Skills (SW...):</p> <ul style="list-style-type: none"> ● Practice writing descriptively. ● Investigate imagery. ● Study a variety of poetic forms. ● Analyze exemplars. ● Compose a myriad of poems per guidelines.
<p>Assessments:</p> <ul style="list-style-type: none"> ● Discussion Posts (Read Like Writers) ● Writing Piece #2: Poetry Portfolio 	
<p>Resources: Exemplar Texts</p> <ul style="list-style-type: none"> ● Janet Burroway’s <i>Imaginative Writing</i> excerpts ● <i>Word Painting</i> excerpts ● Assorted Poetry from Poetry Foundation (student-found) 	

→ UNIT THREE: Elements of craft

Grade, Subject: 9-12, English Elective (Creative Writing)	Strand (Unit): Elements of Craft
Big Idea: Stories are artfully crafted utilizing a variety of techniques in order to make a universal impact.	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> ● CC.1.4.11-12.M - Write narratives to develop real or imagined experiences or events. ● CC.1.4.11-12.O - Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. ● CC.1.4.11-12.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. ● CC.1.4.11-12.T - 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. ● CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What elements comprise an effective story? ● What is the online publishing process for literary works? ● How can the writing process help me be a successful writer? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● Stories consist of character, setting, plot, and voice. ● Online publishing involves research and adherence to guidelines. ● Writing consists of various stages: pre-writing, writing, revising, and publishing.
<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Character <ul style="list-style-type: none"> ○ Protagonist ○ Antagonist ● Setting ● Plot <ul style="list-style-type: none"> ○ Conflict ● Voice <ul style="list-style-type: none"> ○ Dialogue ○ Tone 	<p>Competencies/Skills (SW...):</p> <ul style="list-style-type: none"> ● Study elements of craft. ● Analyze exemplars. ● Research internet publications. ● Submit a story of choice. ● Utilize steps of the writing process. ● Compose an effective story.
<p>Assessments:</p> <ul style="list-style-type: none"> ● Discussion Posts (Read Like Writers) ● Writing Piece #3: Craft Portfolio 	
<p>Resources:</p> <ul style="list-style-type: none"> ● Janet Burroway’s <i>Imaginative Writing</i> excerpts ● <i>Word Painting</i> excerpts ● Assorted short story exemplars <ul style="list-style-type: none"> ○ Shirley Jackson’s “The Possibility of Evil” ○ Gabriel Garcia Marquez’s “A Very Old Man with Enormous Wings” 	

→ UNIT FOUR: MEMOIR and Nonfiction-Writing

<p>Grade, Subject: 9-12, English Elective (Creative Writing)</p>	<p>Strand (Unit): Memoir and Nonfiction-Writing</p>
<p>Big Idea: Memoir and nonfiction-writing are essential in telling one’s truths.</p>	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> ● CC.1.4.11-12.M - Write narratives to develop real or imagined experiences or events. ● CC.1.4.11-12.O - Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. ● CC.1.4.11-12.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. ● CC.1.4.11-12.T - 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. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What elements of fiction-writing are used also for nonfiction? ● What role does memory play in storytelling? ● What does it mean to tell one’s truth? ● What is slanted imagery, and what role does it play in memoir-writing? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● Nonfiction-writing utilizes elements of fictional craft (i.e. character, setting, voice, etc.). ● Memory, though imperfect, is an essential aspect of storytelling. ● Telling one’s truth means to extract moments or memories. from one’s life in an effort to connect with humanity. ● Slanted imagery is when an author imbues language with a tone (often negative).
<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Slanted Imagery ● Flashback ● Memoir ● Nonfiction Essay 	<p>Competencies/Skills (SW...):</p> <ul style="list-style-type: none"> ● Draw on skills from craft unit in composing an entertaining nonfiction story / memoir. ● Recall and reflect on memories. ● Select the most important or memorable event from their life experience thus far. ● Analyze an exemplar. ● Compose a longer essay or memoir surrounding a memory / event. ● Utilize slanted imagery.
<p>Assessments:</p> <ul style="list-style-type: none"> ● Discussion Posts (Read Like Writers) ● Writing Piece #4: Memoir or Nonfiction Essay 	
<p>Resources: Exemplar Texts</p> <ul style="list-style-type: none"> ● Mary Karr’s <i>The Art of Memoir</i> excerpts 	

→ UNIT FIVE: Screenwriting

Grade, Subject: 9-12, English Elective (Creative Writing)	Strand (Unit): Screenwriting
Big Idea: Screenwriting is story-writing at its most distilled.	
<p>PA Core Standards:</p> <ul style="list-style-type: none"> ● CC.1.4.11-12.M - Write narratives to develop real or imagined experiences or events. ● CC.1.4.11-12.O - Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. ● CC.1.4.11-12.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. ● CC.1.4.11-12.T - 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. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What elements comprise a screenplay? ● How will screenwriting improve my story-writing skills? ● How does one “sell” their screenplay? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● Screenplays consist of action, dialogue, and character descriptions. ● Screenwriting forces writers to focus on writing at an elemental level (characters and action). ● Using loglines and treatments, screenplays are marketed and sold.
<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Screenplay <ul style="list-style-type: none"> ○ Action ○ Dialogue ○ Character Description ● Treatment ● Logline 	<p>Competencies/Skills (SW...):</p> <ul style="list-style-type: none"> ● Study and practice with elements of the screenplay. ● View an exemplar screenplay and compose a treatment. ● Write a logline and pitch their movie idea. ● Compose a screenplay using learned skills.
<p>Assessments:</p> <ul style="list-style-type: none"> ● Discussion Posts (Read Like Writers) ● Writing Piece #5: Screenplay 	
<p>Resources:</p> <ul style="list-style-type: none"> ● <i>Screenwriter’s Bible</i> excerpts ● Student-chosen screenplay/film for G or PG film (i.e. <i>Up</i>) 	

Section 2: Floating Units

→ Writing Portfolio

Grade, Subject: 9-12, English Elective (Creative Writing)		Strand (Unit): Writing Portfolio	
Big Idea: Portfolios allow writers to compile and share their writing.			
PA Core Standards:			
<ul style="list-style-type: none"> ● CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. ● CC.1.4.11-12.T - 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. 			
Essential Questions:		Concepts/Understandings (SWKT...):	
<ul style="list-style-type: none"> ● What belongs in a writing portfolio? ● What does the revision process look like? ● What is an author biography? 		<ul style="list-style-type: none"> ● Writing portfolios consist of a writer’s best, revised work. ● Revision is an ongoing process which involves reading and applying feedback as well as reading aloud and making meaningful changes. ● An author biography, written in third person, discusses a writer’s accomplishments and personal style / life. 	
Vocabulary:		Competencies/Skills (SW...):	
<ul style="list-style-type: none"> ● Author Biography ● Portfolio 		<ul style="list-style-type: none"> ● Compile writing pieces into a digital portfolio. ● Revise work from throughout the semester. ● Compose an author’s biography per guidelines. 	
Assessments:			
<ul style="list-style-type: none"> ● Author’s Biography ● Writing Portfolio Website 			
Resources:			
<ul style="list-style-type: none"> ● Sample Author Biographies 			