



ANSONIA PUBLIC SCHOOLS

Creative Writing (Grades 9, 10, 11, 12)

Courtesy · **P**ride · **P**erseverance · **C**ooperation

Chargers Promoting Positive Change

The mission of AHS is to prepare all students to reach their potential by teaching them the knowledge, skills and behaviors necessary for academic, civic, and social success. Students will be college and career ready in the ever-changing technological world of the 21st century by meeting high expectations, engaging in authentic problem solving, and utilizing critical thinking.

Academic Expectations

- Apply critical thinking skills to solve problems
- Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology
- Read effectively for a variety of purposes
- Work independently, reflectively, and/or collaboratively to accomplish goals

Civic Expectation

- Demonstrate service to the school and community

Social Expectation

- Demonstrate respect for self, others, and property within our school community

Ansonia's Vision of a Graduate

Content Area: English	Course: TBD
Vision of Graduate: • Communication & Collaborator • Critical Thinking • Life Long Learner • Responsible Citizen	Standards for English Language Arts 1. Reading: Text complexity and the growth of comprehension 2. Writing: Text types, responding to reading, and research 3. Speaking and Listening: Flexible communication and collaboration 4. Language: Conventions, effective use, and vocabulary
Unit Titles	
Unit 1: Introduction: Creative Writing and You	
Unit 2: Elements of Writing and Literature	
Unit 3: Practice	
Unit 4: Read Like A Writer	
Unit 5: Idea Generation	
Unit 6: Planning and Writing Your Final Piece	

Course Overview:
This course is designed to help students craft various works of fiction and poetry. The students will share their writing in a constructive workshop atmosphere—thereby developing useful editorial skills that will help improve their own writing. Through lecture and discussion, students will explore the techniques and devices involved in creating masterful works of literature. Students will read and discuss the works of many different writers, using their technique, style and content as a guide for their own writing. The class will culminate with a larger piece that incorporates skills learned throughout the course. <i>Fulfills Humanities Elective.</i>

Unit 1- Introduction: Creative Writing and You

Priority Standards:	Supporting Standards:
W.11-12.3 (W.9-10.3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. SL.11-12.1 (SL.9-10.1) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	W.11-12.3a (W.9-10.3a) 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. SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
Big Ideas	Essential Questions
• Creative writers share specific traits; Aspiring writers can improve through self-evaluation	• Who are some creative people? • What traits do they have? • Are you born creative or can you learn it?
AHS Expectations	
• Apply critical thinking skills to solve problems. • Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	

- Write narratives that develop real or imagined experiences and events.
- Establish and maintain a consistent point of view and tone.
- Use transitions to connect ideas and events smoothly.
- Create a conclusion that follows from and reflects on the narrative.

Unit 2: Elements of Writing and Literature

Priority Standards:	Supporting Standards:
L.11-12.2 (L.9-10.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2L.11-12.1 (L.9-10.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.5 (L.9-10.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. L.9-10.2b Use a colon to introduce a list or quotation. L.9-10.1a Use parallel structure L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
Big Ideas	Essential Questions
Knowledge of written conventions and literary elements help me create better pieces of writing?	- How do proper nouns in writing add to the author's craft? - What is a run-on sentence? - What is a sentence fragment? - How does using the senses bring a reader into a story? - How can I create small problem/solution scenarios (carrots) in my story to engage the reader throughout a story? - What is the difference between narration and dialogue? - Why does the conventional plot diagram need adjusting to fit an individual story? - What is an inciting incident?

	• Why is it important to show instead of tell when writing a story? • Why is it important to maintain verb tense throughout a narrative? • How do I properly quote dialogue in fiction? • How does the use of figurative language enhance description and the readers perception of a scene?
AHS Expectations	
• Apply critical thinking skills to solve problems. • Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	
• Use correct capitalization in my writing. • Apply punctuation rules to clarify meaning and improve readability. • Spell words correctly in my writing. • Edit my work to correct errors in capitalization, punctuation, and spelling. • Use commas, semicolons, colons, quotation marks, and other punctuation accurately. • Apply standard English conventions consistently across different writing tasks. • Use available resources and tools to check and improve the accuracy of my writing • Use standard English grammar correctly when speaking and writing. • Construct complete and varied sentences. • Use appropriate verb tenses and maintain consistency in my writing. • Ensure subject-verb and pronoun-antecedent agreement. • Use phrases and clauses effectively to create clear and engaging sentences. • Apply correct usage of pronouns, modifiers, and parallel structure. • Revise my writing and speaking to improve grammar and clarity. • Adapt my language and usage to fit different audiences and purposes.	

Priority Standards:	Supporting Standards:
W.11-12.10 (W.9-10.10) 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. W.11-12.3 (W.9-10.3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Big Ideas	Essential Questions
Daily writing and deliberate practice are the ways to become a masterful writer	- How can visualization help me write better? - What is a twist and why is it important in fiction? - How can pictures, videos, or objects inspire me to create a story? - Where can I look for inspiration? - How can real life experiences be altered to create fictional stories? - How do I determine what point of view to write in? - Should my story be written in past or present tense? - What are some techniques for story idea generation?
AHS Expectations	
- Apply critical thinking skills to solve problems. - Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. - Read effectively for a variety of purposes. - Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	

- Write narratives that develop real or imagined experiences and events.
- Create engaging introductions that establish a situation, narrator, and/or characters.
- Use effective techniques such as dialogue, description, reflection, and pacing to develop a narrative.
- Include well-chosen details that bring experiences, characters, and settings to life.
- Organize events into a logical and engaging sequence.
- Use transitions to connect events and clarify relationships among experiences.
- Develop characters through actions, thoughts, dialogue, and interactions.
- Establish and maintain a consistent point of view and tone.
- Create vivid descriptions using sensory details and precise language.
- Build suspense, tension, or interest to engage readers.

Unit 4: Read Like a Writer

Priority Standards:	Supporting Standards:
L.11-12.5 (L.9-10.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. W.11-12.9 (W.9-10.9) Draw evidence from literary or informational texts to support analysis, reflection, and research RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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). RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn	L.11-12.5a (L.9-10.5a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text

from the text, including determining where the text leaves matters uncertain.	
Big Ideas	Essential Questions
How can reading the works of professional authors help me with my own writing?	- How do authors create suspense? - What are some effective ways authors can start a story? - Why do authors keep information from the reader in some scenarios? - What is a motif? - What is conflict? - What are some genres of fiction? - How do authors make characters develop over time? - How do authors use sensory details to pull readers in? - How do authors use foreshadowing in a story? - What is the purpose of italics? - How does word choice affect the mood of a story?
AHS Expectations	
- Apply critical thinking skills to solve problems. - Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. - Read effectively for a variety of purposes. - Work independently, reflectively, and/or collaboratively to accomplish goals.	

Skills (I will be able to...)
● Identify figures of speech in a text. ● Interpret the meaning of figures of speech based on context. ● Explain how figurative language contributes to a text's meaning. ● Analyze the author's purpose for using figures of speech. ● Evaluate how figures of speech affect tone, mood, and theme. ● Distinguish between literal and figurative meanings. ● Explain the impact of specific figures of speech, such as hyperbole, paradox, metaphor, simile, and personification. ● Analyze how figurative language helps develop characters, settings, ideas, or events. ● Use evidence from the text to support my interpretation of figurative language.

Unit 5: Idea Generation

Priority Standards:	Supporting Standards:
W.11-12.9 (W.9-10.9) Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.11-12.1C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. W.11-12.5 (W.9-10.5) 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. W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Big Ideas	Essential Questions
• Writers use imagination, observation, and inquiry to generate meaningful and original story ideas. • Effective fiction is built through purposeful development of plot, character, setting, and narrative structure. • The writing process—including planning, drafting, and revision—helps writers communicate stories clearly and creatively.	• What is the purpose of the introduction of a story? • How can I use the “What-if” method to generate story ideas? • Why is it important to create unique characters? • How can planning ease the stress of writing long pieces of fiction? • How can I use newspaper headlines to generate ideas for fiction writing? • How do I create believable characters? • Why is it important to create an authentic setting when writing fiction?

AHS Expectations

- Apply critical thinking skills to solve problems.
- Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology.
- Read effectively for a variety of purposes.
- Work independently, reflectively, and/or collaboratively to accomplish goals.

Skills (I will be able to...)

- write narratives that develop real or imagined experiences and events.
- create engaging introductions that establish a situation, setting, narrator, and/or characters.
- organize events into a clear and purposeful sequence.
- develop a theme, lesson, or insight through the events of the narrative.
- create a conclusion that follows logically from the experiences or events I describe.
- revise and refine my narrative to improve clarity, organization, and impact.
- tailor my narrative to a specific audience and purpose.

Unit 6: Planning and Writing Your Final Piece

Priority Standards:	Supporting Standards:
SL.11-12.1 (SL.9-10.1) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. W.11-12.3 (W.9-10.3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.11-12.7 (W.9-10.7) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. L.11-12.4c (L.9-10.4c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. SL.11-12.5 (SL.9-10.5) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SL.11-12.1c (SL. 11-12.c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives. W.11-12.3a (W.9-10.3a) 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. W.11-12.3b (W.9-10.3b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.11-12.3c (W.9-10.3c) 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). W.11-12.3d (W.9-10.3d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W.11-12.3e (W.9-10.3e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Big Ideas	Essential Questions

• I can use what I have learned in this course to produce a long fictional work that I am proud of.	• How do I know what information to leave out and what to include in a story? • How can Peer Review help me? • How can I develop unique and effective characters? • How can I start my story effectively? • How can research make my story more believable? • What are the stages of planning? • How can separating my story into scenes alleviate the stress of story writing? • How can I make sure the scope of my story is manageable? •
AHS Expectations	
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Skills (I will be able to...)	
• conduct research to answer questions and solve problems. • develop research questions based on a topic of interest or inquiry. • generate my own research questions to guide an investigation. • locate and gather information from multiple relevant sources. • evaluate sources for credibility, accuracy, and relevance. • narrow or broaden my research focus as needed. • organize information gathered from various sources. • synthesize ideas and information from multiple sources. • analyze evidence to develop a deeper understanding of a topic. • draw conclusions based on research findings. • use evidence from sources to support my ideas and claims. • identify gaps in information and seek additional sources when necessary. • demonstrate understanding of a topic through research-based writing and presentations. • revise my research process and questions as my understanding develops. • communicate research findings clearly and effectively.	

