

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

Creative Writing

GRADE 11-12

Date of Board Approval: October 17, 2013

CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	<u>Creative Writing</u>	SUBJECT:	<u>English</u>	GRADE LEVEL:	<u>11/12</u>
COURSE LENGTH:	<u>1 year</u>	DURATION:	<u>50 minutes</u>	FREQUENCY:	<u>Daily</u>
PREREQUISITES:	<u>GPA of B or higher in current English Class</u>	CREDIT:	<u>1.0</u>	LEVEL:	<u>N/A</u>

Course Description/Objectives: This course will explore the writing process from inception to polished final products in a number of genres and mediums. Students will find inspiration from both modern day and classic authors who pioneered various techniques and genres. Through emulation and students' own invention, they will create work in the categories of fiction, creative nonfiction, drama, and poetry. Students will be expected to participate in daily writing exercises, submit weekly writing assignments, maintain personal writing portfolios, produce an anthology of their work suitable for publication, and participate in an end of the year gallery show of their writing to include readings at the students' discretion. Students in this course must be willing to work collaboratively both in and out of class and accept serious critiques of their work in preparation for future hobby, college, and career writing.

Text:

Literature: A Pocket Anthology, fifth edition. Gwynn, R.S., ed. Penguin Academics. 2008.
Haroun and the Sea of Stories. Rushdie, Salman. Penguin. 1990.

Curriculum Writing Committee: Sarah Clayville

COURSE TIME LINE

Unit 1: Establishing a Writing Group / Methods of Critique (Important)

1 week

- Effective Communication
- Methods of Critique
- Conventions of Editing

Unit 2: Finding Voice (Essential)

2 weeks

- Inspiration and Observation
- Diction (Connotation vs. Denotation)
- Figurative Language
- Syntax Variation

Unit 3: Fiction (Essential)

9 weeks

- Character and Dialogue
- Motivation
- Point of View
- Setting
- Tone and Mood
- Narrative
- Chronology and Flashback
- Plot and Structure

Unit 4: Creative Nonfiction (Essential)

9 weeks

- Voice
- Memory
- Point of View
- Style
- Formal vs. Anecdotal Voice
- Text Organization

Unit 5: Poetry (Important)

4 weeks

- Form
- Sound
- Rhythm and Rhyme
- Imagery

Unit 6: Drama (Compact)

2 weeks

- Dramatic Structure
- Characterization
- Dialogue

Unit 7: Publication (Essential)

4 weeks

- Sourcing Publication Opportunities
- Advanced Editing
- Thematic Collections and Anthology Work
- Portfolio Structure

Unit 8: Presentation (Important)

3 weeks

- Public Speaking
- Tone and Voice
- Visual Presentation
- Organization

TOTAL: 34 weeks

KNOW, UNDERSTAND, DO

COURSE: Creative Writing **TIME FRAME:** 1 week

UNIT #1: Establishing a Writing Group / Methods of Critique **GRADE:** 11/12

STANDARDS:

Common Core Standards:

- CCSS.ELA-Literacy.SL.11-12.1 • 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. **CC.1.5.11-12.A**
- CCSS.ELA-Literacy.SL.11-12.3 • Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **CC.1.5.11-12.C**
- CCSS.ELA-Literacy.W.11-12.5 • 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. **CC.1.4.11-12.T**

PA Common Core Standards are indicated in boldface.

KNOW, UNDERSTAND, DO

COURSE: Creative Writing **TIME FRAME:** 1 week

UNIT #1: Establishing a Writing Group / Methods of Critique **GRADE:** 11/12

UNDERSTANDINGS

Finding or forming an effective critique group to both provide and receive constructive criticism will further one's writing in all genres.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students will run a successful peer critique lab.

KNOW

- Memorize traditional editing symbols
- Identify appropriate and constructive vocabulary words to be used during critiques

DO

- Edit works using conventional editing symbols
- Communicate effectively with one another to transmit criticisms and accolades
- Listen and process others' criticisms of work
- Conduct a productive peer critique lab

KNOW, UNDERSTAND, DO

COURSE: Creative Writing **TIME FRAME:** 2 weeks

UNIT #2: Finding a Voice **GRADE:** 11/12

STANDARDS:

Common Core Standards:

- [CCSS.ELA-Literacy.W.11-12.10](#) • 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. **CC.1.4.11-12.W**
- [CCSS.ELA-Literacy.L.11-12.5](#) • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.5a](#) • Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- [CCSS.ELA-Literacy.L.11-12.5b](#) • Analyze nuances in the meaning of words with similar denotations.

PA Common Core Standards:

- Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **CC.1.4.11-12.Q**
- Evaluate how words and phrases shape meaning and tone in texts. **CC.1.2.11-12.F**

KNOW, UNDERSTAND, DO

COURSE: Creative Writing **TIME FRAME:** 2 weeks

UNIT #2: Finding a Voice **GRADE:** 11/12

UNDERSTANDINGS

Each author has a unique voice that propels his or her work, and it is essential as a writer to be able to consider one's own voice and how it affects both the writing and the reader.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Formal analysis of an author's voice / Informal self-analysis of voice

KNOW

- List elements of voice: diction, syntax, pacing, structure
- Identify types of figurative language: simile, metaphor, hyperbole, understatement, personification, assonance, alliteration, onomatopoeia, allusion
- Define denotation vs. connotation

DO

- Analyze an author's voice after reading his or her work by studying diction, syntax, pacing, and structure
- Construct a self-evaluation of voice
- Determine weaknesses or lack of presence of voice
- Use figurative language and word choice/syntax to develop voice

KNOW, UNDERSTAND, DO

COURSE: Creative Writing TIME FRAME: 9 weeks

UNIT #3: Fiction GRADE: 11/12

STANDARDS:

Common Core Standards:

- CCSS.ELA-Literacy.W.11-12.10 • 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. **CC.1.4.11-12.W**
- CCSS.ELA-Literacy.RL.11-12.4 • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **CC.1.3.11-12.J**
- CCSS.ELA-Literacy.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). **CC.1.3.11-12.C**
- CCSS.ELA-Literacy.RL.11-12.5 • Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **CC.1.3.11-12.E**
- CCSS.ELA-Literacy.RL.11-12.5 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.11-12.F**
- CCSS.ELA-Literacy.L.11-12.3 • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CCSS.ELA-Literacy.L.11-12.5 • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PA Common Core Standards:

- Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **CC.1.4.11-12.Q**
- Evaluate how an author's point of view or purpose shapes the content and style of a text. **CC.1.3.11-12.D**

KNOW, UNDERSTAND, DO

COURSE: Creative Writing

TIME FRAME: 9 weeks

UNIT #3: Fiction

GRADE: 11/12

UNDERSTANDINGS

Fiction requires careful consideration of character, tone, mood, and narrative structure.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students will write three short stories (flash fiction, conventional short story, nontraditional short story)

KNOW

- Identify methods of characterization (STEAL) - Speech, Thoughts, Effect on others, Actions, Looks
- Articulate motivations of various literary characters
- Differentiate between static and dynamic characters
- Identify four types of point of view and their respective effects on the reader (First Person / Intimacy, Second Person / Casual Language, Third Person Limited vs. Third Person Omniscient/Distance)
- Define and apply tone and mood
- Identify narrative structures (traditional vs. nontraditional)
- Diagram plots

DO

- Write a critique of characterization including identification of methods
- Craft a character who is three-dimensional
- Analyze point of view
- Use various points of view to create different effects on the reader
- Formally analyze tone and mood
- Use setting, diction, etc. to create an intended mood
- Diagram plot and judge effectiveness
- Write short stories that successfully address above elements

KNOW, UNDERSTAND, DO

COURSE: Creative Writing

TIME FRAME: 9 weeks

UNIT #4: Creative Nonfiction

GRADE: 11/12

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.W.11-12.10

- 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. **CC.1.4.11-12.X**

CCSS.ELA-Literacy.W.11-12.2

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **CC.1.4.11-12.A**

CCSS.ELA-Literacy.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. **CC.1.4.11-12.M**

CCSS.ELA-Literacy.W.11-12.3a

- 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. **CC.1.4.11-12.N**

CCSS.ELA-Literacy.W.11-12.3b

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **CC.1.4.11-12.O**

CCSS.ELA-Literacy.W.11-12.3c

- 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). **CC.1.4.11-12.O**

CCSS.ELA-Literacy.W.11-12.3d

- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **CC.1.4.11-12.O**

CCSS.ELA-Literacy.W.11-12.3e

- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **CC.1.4.11-12.P**

CCSS.ELA-Literacy.L.11-12.1

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.11-12.L**

KNOW, UNDERSTAND, DO

COURSE: Creative Writing **TIME FRAME:** 9 weeks

UNIT #4: Creative Nonfiction **GRADE:** 11/12

UNDERSTANDINGS

Creative nonfiction combines the elements of both fiction and nonfiction to provide a piece with a unique tone and dynamic language while maintaining truth and purpose.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students will write three nonfiction pieces (anecdotal, blog, research / formal)

KNOW

- List methods of journaling
- Identify narrative text structures
- Identify use of chronology and flashback
- Identify ethos, pathos, and logos
- Find reliable sources for MLA citations

DO

- Tell anecdotal stories using past experiences and events
- Bring figurative language and other fiction techniques into nonfiction writing
- Use diction to achieve various levels of formality and familiarity within writing
- Appeal to a variety of audiences and purposes
- Persuade an audience with advanced use of ethos, pathos, and logos
- Incorporate appropriate research within writing (including citations)

KNOW, UNDERSTAND, DO

COURSE: Creative Writing **TIME FRAME:** 4 weeks

UNIT #5: Poetry **GRADE:** 11/12

STANDARDS:

Common Core Standards:

- CCSS.ELA-Literacy.W.11-12.10 • 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. **CC.1.4.11-12.X**
- CCSS.ELA-Literacy.RL.11-12.4 • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **CC.1.2.11-12.F**
- CCSS.ELA-Literacy.L.11-12.5 • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PA Common Core Standards:

- Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **CC.1.4.11-12.Q**

KNOW, UNDERSTAND, DO

COURSE: Creative Writing

TIME FRAME: 4 weeks

UNIT #5: Poetry

GRADE: 11/12

UNDERSTANDINGS

Writing poetry involves an understanding of the variety of poetic styles as well as the incorporation of imagery, rhythm, and word choice to create a successful piece or collection.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Write a collection of three to five poems

KNOW

- Recognize rhyme scheme / meter
- Categorize types of poetry: allegory, ballad, blank verse, canzone, conceit, epitaph, haiku, ode, quatrain, tanka, terza rima, etc.
- Identify types of figurative language: simile, metaphor, hyperbole, understatement, personification, assonance, alliteration, onomatopoeia, allusion

DO

- Analyze various types of poems
- Analyze how the rhythm of a poem contributes to meaning and flow
- Use figurative language in poems to paint vivid pictures
- Write a collection of poetry that has either thematic or stylistic cohesion

KNOW, UNDERSTAND, DO

COURSE: Creative Writing **TIME FRAME:** 2 weeks

UNIT #6: Drama **GRADE:** 11/12

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.W.11-12.10

- 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. **CC.1.4.11-12.X**

CCSS.ELA-Literacy.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). **CC.1.3.11-12.C**

CCSS.ELA-Literacy.RL.11-12.4

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **CC.1.3.11-12.J**

PA Common Core Standards:

- Evaluate how words and phrases shape meaning and tone in texts. **CC.1.2.11-12.F**

KNOW, UNDERSTAND, DO

COURSE: Creative Writing **TIME FRAME:** 2 weeks

UNIT #6: Drama **GRADE:** 11/12

UNDERSTANDINGS

Dramatic scripts use characterization and action to successfully convey a story that translates well onto the stage.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Write a one-act play or series of short scenes

KNOW

- Define the vocabulary of dramatic writing (written tone vs. spoken tone, phrasing, foreshadowing, suspense, stage direction)
- Identify use of social commentary (including parody and satire) within dramatic pieces

DO

- Using a writer's lens, read a play, analyzing style and purpose
- Use dialogue as the primary vehicle for characterization
- Write a one-act play or series of short scenes

KNOW, UNDERSTAND, DO

COURSE: Creative Writing **TIME FRAME:** 4 weeks

UNIT #7: Publication **GRADE:** 11/12

STANDARDS:

Common Core Standards:

- [CCSS.ELA-Literacy.W.11-12.4](#) • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.W.11-12.5](#) • 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)
CC.1.4.11-12.T
- [CCSS.ELA-Literacy.L.11-12.2](#) • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.4.11-12.F, R, L**
- [CCSS.ELA-Literacy.L.11-12.1](#) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.4.11-12.F, R, L**
- [CCSS.ELA-Literacy.W.11-12.6](#) • 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. **CC.1.4.11-12.U**

KNOW, UNDERSTAND, DO

COURSE: Creative Writing **TIME FRAME:** 4 weeks

UNIT #7: Publication **GRADE:** 11/12

UNDERSTANDINGS

The process of publication involves not only the polishing of a finished piece or pieces, but also, the ability to either find appropriate avenues to publish or to be savvy about self-publishing opportunities.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a polished portfolio in the genre of the student's choice

KNOW

- Define writing genres
- Categorize publications into literary journals and magazines, mainstream magazines, writing contests, fellowship and scholarship opportunities
- Recognize avenues of self-publication

DO

- Decode the requirements of a magazine, contest, or medium when submitting for publication.
- Create a polished piece of work.
- Generate a portfolio with a thematic or stylistic tie
- Articulate themes in a variety of pieces

KNOW, UNDERSTAND, DO

COURSE: Creative Writing **TIME FRAME:** 2 weeks

UNIT #8: Presentation **GRADE:** 11/12

STANDARDS:

Common Core Standards:

- [CCSS.ELA-Literacy.SL.11-12.4](#) • Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **CC.1.5.11-12.D**
- [CCSS.ELA-Literacy.SL.11-12.5](#) • 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. **CC.1.5.11-12.F**
- [CCSS.ELA-Literacy.SL.11-12.6](#) • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. **CC.1.5.11-12E**

KNOW, UNDERSTAND, DO

COURSE: Creative Writing **TIME FRAME:** 2 weeks

UNIT #8: Presentation **GRADE:** 11/12

UNDERSTANDINGS

Presentation of creative works involves organization and attention to delivery, both orally and through interesting visual representations.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Organization and Presentation of a Classroom Reading

KNOW

- List and use the elements of good oral presentation
- Identify the essentials of visual and digital design

DO

- Create an environment for a successful reading
- Use intonation and body language to enhance a reading
- Use appropriate graphics and other visual aids to accentuate work
- Develop thematic or other links to make a presentation cohesive and reach a defined audience

ADDITIONAL PERFORMANCE INDICATORS

The student will be able to:

- *Complete informal writing prompt.*
- *Write informal literary analyses based on both assigned and self-selected short works.*
- *Write snapshots or scenes that will contribute to longer works.*
- *Complete studies of characters in film.*
- *Emulate authors by trying on their writing styles in short writing exercises.*
- *Deliver readings of other authors' works as well as their own.*
- *Link writing methods to other artistic avenues through creation of other 'types' of art.*
- *Develop journals full of both personal anecdotes and inspiration points.*
- *Display works in impromptu gallery walks.*

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)