

Curriculum Map: Creative Writing

Meadville Area Senior High School

English Department

Course Description: Creative Writing is a course elective designed for students who possess a genuine interest in developing their creative talents in writing. Although the focus is obviously on communicating through writing, the development of the students' thought processes and imagination is also inherent. The personal beliefs and opinions expressed allow the students to better understand themselves and others. The course further fosters a sense of personal accomplishment and confidence, and in addition, an appreciation of this medium of self-expression. Several modes of writing are exposed. Among those most stressed are poetry (including odes and limericks), short stories and flash fiction. The students will compose various creative presentations of work. Optional writing activities, including plays and mythology, are possibilities for students with interest in such writing. A final project allows students to pursue the mode of writing with which they most desire to work. There is also a final portfolio requirement. Because of a less formal classroom atmosphere, the students are afforded ample time to work on an individual basis. It is imperative the students possess the necessary discipline to carry an idea from its initial stage completely to fruition. In general this course endeavors to formulate a climate conducive to the development and expression of ideas in writing. *NCAA approved course

(Grades 9-10) 1/2 credit non-ranked

ELECTIVE CREDIT ONLY - NOT AN ENGLISH CREDIT

Unit Title:

Fiction

Suggested time frame:

6-8 weeks

Standards:

CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid

Essential Questions:

How does content connect with form?

What are the popular forms of stories throughout history? (ie. epistolary, expository, fragmented)

What do the forms and subjects of writing suggest about their time periods?

How do certain literary devices enhance or detract from the meaning or subject of a story?

What are the various points of view?

What is the difference between direct and indirect characterization?

How do sentence lengths and syntax create reader interest in fiction?

How is suspense built?

How is repetition used effectively in stories?

Competency	Vocabulary	Strategy	Resource
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<ul style="list-style-type: none"> ● Understand plot lines ● Understand in medias res ● Understand imitation and how it enhances our own writing. ● Identify the differences among flash-fiction, short stories, novellas, and novels. ● Suspense is built through foreshadowing and allusions. ● Sigh the difference between effective and ineffective dialogue. ● Discuss and identify literary devices in stories ● Practice peer feedback on anonymous pieces ● Write meaningful first lines: conflict as the key to access 	<p>Tone, mood, theme, character, characterization, point of view, figurative language, style, inference, genre, literary devices, literary elements, setting, plot, bias, voice, fact/opinion, allusion, author's purpose, conflict, context clues, dialect, dialogue, flashback, foreshadowing, irony, supporting details, main idea, narrator, symbolism, headings, graphics, charts</p>	<p>Lecture, independent reading of samples, discussion, peer editing, talking to the text, partnered writing,</p>	<p>Instructor's Notes Various outside resources Various internet resources</p>
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Unit Title:

Poetry

Suggested time frame:

2-3 weeks

Standards:

CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.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:

How does content connect with form?

What are the popular forms of poetry throughout history?

What do the forms and subjects of poetry suggest about their time periods?

How do certain literary devices enhance or detract from the meaning or subject of a poem?

What is an extended metaphor?

Is there only one way to interpret a poem?

What do titles provide for a poem?

How does studying poetry enhance our ability to write poetry?

Competency	Vocabulary	Strategy	Resource
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<ul style="list-style-type: none"> ● Identify and practice the following forms: villanelle, sonnet, sestina, terza rima, triolet, rondeau, pantoum, epigram, haiku, tanka, senryu, lune, and cinquain. ● Define literary devices that relate to working poems (metaphor, alliteration, consonance, assonance, sibilance, internal rhymes, rhyme schemes, onomatopoeia, hyperbole, free verse vs blank verse, etc) ● Understand imitation and how it enhances our own writing. ● Discuss and identify literary devices in poems ● Interpret a poem through a variety of ways (sound imagery, emotional impact or mood, tone, and form) ● Begin to practice peer feedback on 	<p>Figurative language, imagery, allegory, symbolism, inference, rhyme, meter, scansion, alliteration, onomatopoeia, sonnet, personification, metaphor, simile, hyperbole, poetic forms</p>	<p>Lecture, independent reading of samples, discussion, peer editing, talking to the text, partnered writing, writing labs</p>	<p>Instructor's Notes Various outside resources Various internet resources</p>
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anonymous pieces			
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Unit Title:

Drama

Suggested time frame:

2-3 weeks

Standards:

Standard - CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.

Standard - CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

Standard - CC.1.4.9-10.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.

Standard - CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Standard - CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.

Essential Questions:

How are historic, cultural, economic, religious, and ethical aspects of a society reflected in a drama?

What is drama and what literary elements (i.e., plot, theme, character, setting, point of view) are utilized in drama?

How does drama differ from other literary genres?

How does modern drama differ from earlier drama? (i.e., Shakespeare, Sophocles)

How do I create and portray a character for performance?

How are performance elements used to create believable characters?

What are some ways you can use your voice (speaking) to create a character?

What are some ways you can nonverbally create a character?

What is character blocking?

What are the five stage directions?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> ● React to an improvised situation based on the given circumstances that motivate their character. ● Brainstorm different improvised situations and determine how to portray them through costume, sound, scenery, lighting. ● Analyze a story to explore character. ● Identify and describe the use of elements of drama in dramatic works. ● Explain how performance elements are used to create a believable character. ● Use performance elements to create a believable character. ● Use voice to create a variety of characters. ● Use body (non-verbal) 	<p>Stage directions, monologue, dialogue, soliloquy, dialect, chorus, dramatic structure, pun, comic relief, foil, paradox</p>	<p>Lecture, independent reading of samples, discussion, peer editing, talking to the text, partnered writing, writing labs</p>	<p>Instructor's Notes Various outside resources Various internet resources</p>

<p>to create a variety of characters.</p> <ul style="list-style-type: none">● Explain what character blocking is.● Identify and demonstrate the five stage directions.			
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Unit Title: Essay

Suggested time frame: 2-3 weeks

Standards: Standard - CC.1.4.9-10.A

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

Standard - CC.1.4.9-10.B

Write with a sharp distinct focus identifying topic, task, and audience.

Standard - CC.1.4.9-10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

Standard - CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

Standard - CC.1.4.9-10.E

Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

Standard - CC.1.4.9-10.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Essential Questions:

- How does the audience influence the format of your writing?
How does the purpose influence the format of your writing?
- Why do we write?
- How is your style of writing influenced by purpose?
- What is the importance of sharing?
- How do we approach writing?
- How does each step in the process impact your writing?
- How do we evaluate writing?
- How can we use evaluation and reflection to improve our writing?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> ● Establish a purpose for writing ● Establish an argument/position on a selected topic ● Apply text organizational techniques ● Write with a clear focus ● Apply editing techniques 	Argument/position, author's purpose, bias, compare/contrast, conflict/problem, cultural significance, defense of a claim, fact, focus, main idea, opinion, point of view, style, text organization, universal significance	Lecture, independent reading of samples, discussion, peer editing, talking to the text, partnered writing, writing labs	Instructor's Notes Various outside resources Various internet resources

Unit Title:

Creative Non-Fiction

Suggested Time Frame:

2-3 weeks

Standards:

Standard - CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

Standard - CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.

Standard - CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

Standard - CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

Standard - CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

Standard - CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Essential Questions:

- What is “creative” about “creative nonfiction?”
- When does the “creative” part become fiction?
- What are the ethical considerations writers must take into account?
- What writerly techniques are most effective in this genre?
- How do writers effectively structure pieces in this genre?
- How do we characterize a strong “voice” in this genre?
- How do we overcome inhibition while writing in this genre?
- What about writing other people’s stories? Who “owns” the story?
- How does a writer gain access to memory? How can this memory be represented both accurately and aesthetically?
- How do writers incorporate research in creative nonfiction?
- Why are personal stories interesting to others? What makes them “universal?”

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> ● Understand plot lines ● Identify the differences among fiction/creative non-fiction ● Discuss and identify literary devices in stories ● Practice peer 	Tone, mood, theme, character, characterization, point of view, figurative language, style, inference, genre, literary devices, literary elements, setting, plot, voice, allusion, author’s purpose, conflict, context clues, dialect, dialogue, flashback, foreshadowing, irony,	Lecture, independent reading of samples, discussion, peer editing, talking to the text, partnered writing, writing labs	Instructor’s Notes Various outside resources Various internet resources

<p>feedback on anonymous pieces</p> <ul style="list-style-type: none">● Write meaningful first lines: conflict as the key to access	<p>supporting details, main idea, narrator, symbolism</p>		
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