

Creative Writing Overview

Content Area: **English/Language Arts**
Course(s): **CREATIVE WRITING**
Time Period:
Length: **Quarter Course**
Status: **Published**

Course Overview

This one-quarter, hybrid course is designed for students who wish to develop their creative writing abilities through independent practice, peer review, and individual conferences with the instructor. This course trains students to express themselves by writing original poems, short stories, and essays, based on exemplary models and their own experiences and areas of interest. Students will read and discuss literary models, as well as read and discuss one another's work. Students also have opportunities to publish their work both within and outside of the school context. Ideal candidates for this course are motivated, self-directed learners who are able to complete and submit tasks independently.

COVER

EAST BRUNSWICK PUBLIC SCHOOLS
East Brunswick New Jersey

Superintendent of Schools
Dr. Victor P. Valeski

ENGLISH/LANGUAGE ARTS
Creative Writing
Course No.1021

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Course Adoption: 04/21/1986
Curriculum Adoption: 09/08/1994
Date of Last Revision Adoption: 11/02/2017

Course Scope and Sequence

| Unit | Description |
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| Where Do Good Ideas Come From? | Developing Creative Habits |
| Explorations in Form and Content | Learning the Basics Through Modeling Poetry and Short Stories |
| First Person Narration: From Personal to Historical | Understanding, Researching and Creating a Narrative Perspective |
| Narrative Structure | Structuring Various Genres of Narrative, from Realistic to Apocal |
| Experiments with Tone: From Mock-epic to Post-modern | Examining Various Genres of Writing, Analyzing their Aesthetic Understanding What Makes them Work |
| Final Project | Using What You've Learned in a Final Piece |

***Newsela is available for differentiated reading assignments.

****The district has a license for [Learning Ally](#). Learning Ally is an audio book resource for students who are unable to “eye read” grade level text but are able to comprehend when “ear reading” or listening.

Standards

Associate all appropriate standards here by linking them from the Standards tab.

- Standards

LA.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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| LA.L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.11-12.2.A | Observe hyphenation conventions. |
| LA.L.11-12.2.B | Spell correctly. |
| LA.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. |
| LA.L.11-12.3.A | Vary syntax for effect, apply an understanding of syntax to the study of complex texts. |
| LA.L.11-12.5.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |
| LA.L.11-12.5.B | Analyze nuances in the meaning of words with similar denotations. |
| LA.W.11-12.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| LA.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. |
| LA.W.11-12.3.A | 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. |
| LA.W.11-12.3.B | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| LA.W.11-12.3.C | 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). |
| LA.W.11-12.3.D | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| LA.W.11-12.3.E | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| LA.W.11-12.4 | 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.) |
| LA.W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| LA.W.11-12.6 | Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| LA.RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| LA.RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| LA.RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| LA.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |

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| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| LA.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). |
| LA.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. (e.g., Shakespeare as well as other authors.) |
| LA.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. |
| LA.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). |
| LA.RL.11-12.7 | 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. (e.g., Shakespeare and other authors.) |
| LA.RL.11-12.10a | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |
| LA.SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| LA.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. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| TECH.8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |

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| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. Conventions of Standard English |

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades are determined by dividing the total number of points earned by the total number of potential points. More intense and involved assessments are worth more points and therefore have a greater effect on a student's grade. Formal and informal writing assignments, responses to text and reading quizzes are frequently assigned.

The department's goal for every course is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, Mid-term and Final Exams and Final Course Grades, and for Final Course Grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

In terms of proficiency level the East Brunswick grades equate to:

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| A | Excellent | Advanced Proficient |
| B | Good | Above Average Proficient |
| C | Fair | Proficient |
| D | Poor | Minimally proficient |
| F | Failing | Partially Proficient |

Other Details

SCED 01104 Creative Writing

| Course # | School #'s | Course Level | Grade(s) | Credits | Min. Per Week | Elective Or Required | Initial Course Adopted |
|----------|------------|--------------|----------|---------|---------------|----------------------|------------------------|
| 1025 | 050 | A | 10-12 | 1.25 | 210 | Elective | |

