

Creative Writing and Advanced Creative Writing

The Creative Writing course is designed to give students the opportunity to write in different creative modes, as well as allow them time to write in creative modes of their choosing. Students will work through units designed around multiple genres, such as short stories, poetry, and children's books. The students will also be given the opportunity to work on writing of their own choice.

UNIT 1: Short Story

ESSENTIAL QUESTION

How is the short story a unique form of storytelling?

BIG IDEAS

- Students will be able to develop and strengthen writing through planning, revising, editing, rewriting, and trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- The students will be able to write a structured short story with a beginning, middle, and end.

GUIDING QUESTIONS

Content

- What are the elements of a short story? W.11-12.3.a
- What techniques can be used to develop a character in a story? W.11-12.3.b

Process

- How does the structure of a short story impact the choices a writer makes while writing? W.11-12.4
- How is character development impacted by the structure of a short story? W.11-12.4 , RL.11-12.3
- What are the similarities and differences between telling a story in narrative format vs poetic format? W.11-12.3

Reflective

- How does feedback help me improve my writing?
- What have you learned from the short story writing experience?
- What challenged you from the short story writing experience?
- What could have made the short story writing experience better for you?

FOCUS STANDARDS

Focus standards are those standards that are **explicitly taught and assessed** within the unit. While other standards may be addressed, (and in many instances this will be the case) these are the standards to which lessons and learning experiences are primarily designed.

Writing

- 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
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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.
- W.11-12.10 Demonstrate command of the conventions of standard English grammar and usage when writing. Sho

Reading Literature

- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text.
- RL.11-12.10 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.
- RL.11-12.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Speaking and Listening

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussion (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.

UNIT 2: Free-Write

ESSENTIAL QUESTION

How is the act of writing both self-expression and self-exploration?

BIG IDEAS

Students will be able to develop and strengthen writing through planning, revising, editing, rewriting, and trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

The students will be able to write, revise, and share free choice writing pieces.

The students will be able to create an edited, stylized, and printed book of their own writing from throughout the semester.

GUIDING QUESTIONS

Content

- How does an intended audience effect the writing of a story? W.11-12.5

Process

- How does the structure of a short story impact the choices a writer makes while writing? W.11-12.4
- How can I use the feedback from my peers in the free writing of my choice? W.11-12.5

Reflective

- How does feedback help me improve my writing?
- How did you use writing strategies for your free-choice writing?

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UNIT 3: Poetry

ESSENTIAL QUESTION

Why do we express ourselves through poetry?

BIG IDEAS

Students will be able to develop and strengthen writing through planning, revising, editing, rewriting, and trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

GUIDING QUESTIONS

Content

- What are the elements of different forms of poetry? W.11-12.3.d

Process

- What are the similarities and differences between telling a story in narrative format vs poetic format? W.11-12.3
- How does poetic format effect choices an author makes with diction, story telling, dialogue, and characters? W.11-12.3, RL.11-12.5

Reflective

- How does feedback help me improve my writing?
- What did we discuss during the author's visit that you found helpful?
- What did we discuss during the author's visit that you didn't find helpful?

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UNIT 4: Children's Book

ESSENTIAL QUESTION

How does audience impact writing?

BIG IDEAS

Students will be able to develop and strengthen writing through planning, revising, editing, rewriting, and trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

The students will be able to write and create images for a children's book for an elementary school audience of their choice.

GUIDING QUESTIONS

Content

- How does an intended audience effect the writing of a story? W.11-12.5

Process

- How does a children's book have structured elements in story arch, character development, art that aides the story, and word choice? W.11-12.6, W.11-12.4, W.11-12.3
- How can I use the feedback from my peers in the free writing of my choice? W.11-12.5

Reflective

- How does feedback help me improve my writing?
- What portion of the prewriting and writing of the children's story was most helpful and why?
- What portion of the prewriting and writing of the children's story was NOT helpful and why?
- Has your writing process been the same or different for the Children's Book vs other things you've written? Explain using specifics about the writing process.

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