

# Seymour Public Schools Curriculum

## Creative Writing

### 2015- 2016

#### Creative Writing

This course focuses on writing as an art form. The four major genres of creative featured in this curriculum are poetry, short fiction, nonfiction and play writing. The coursework recognizes that creative endeavors flow from an individual's knowledge, experience, and cultural background and will include the exploration, development and expression of ideas through writing. The student will learn where ideas come from, and how ideas can be developed and transformed through reading exemplar literature, exploration and critical thinking. Students will participate in writing workshops and will produce pieces that may be published in the school literary magazine and/or submitted to creative writing contests. It is essential that student writers work in an atmosphere that inspires confidence, knowing that they can take risks without fear of criticism or ridicule. This is a course for the mature student who wishes to explore the art and form of creative writing.

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<b>Grade: 11 – 12 semester</b>	<b>Subject: Creative Writing</b> <b>Topics: The writing process, fiction, literary nonfiction, poetry, drama, rhetorical devices, overcoming writer's block, working with others, and publication</b>
<b>CSDE Standard</b>	<b>Common Core State Standards</b> <ul style="list-style-type: none"> <li>• Reading Standards for Literature (R.L.)</li> <li>• Reading Standards for Informational Text (R.I.)</li> <li>• Writing Standards (W)</li> <li>• Speaking and Listening Standards (S.L.)</li> <li>• Language Standards (L)</li> </ul>
<b>SHS Learning Expectations</b>	<ol style="list-style-type: none"> <li>1. Students will think critically</li> <li>2. Students will communicate effectively and creatively</li> <li>3. Students will access, evaluate, and use information for a variety of tasks and purposes</li> </ol>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>• The creative process is elusive.</li> <li>• Writing is a process.</li> <li>• Poetry requires attention to focus, words, images, rhythm, and form.</li> <li>• Fiction is a reflection or representation of reality as it generally reflects the life experiences of the writer.</li> <li>• Nonfiction adapts many strategies to make the subject matter interesting for the reader, while maintaining the integrity of the subject matter.</li> <li>• A play is a complex art form that is concerned with the representation of people in time and space, their actions, and the consequences of their actions.</li> <li>• Authors express their ideas using a variety of rhetorical devices, strategies and structures.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does creativity flow from an individual's knowledge, experience, and cultural background?</li> <li>• How does constant revision improve the quality of a piece of writing?</li> <li>• What is the essence of a poem?</li> <li>• What makes a poem strong?</li> <li>• What are the elements of fiction?</li> <li>• How does fiction reproduce the emotional impact of experience?</li> <li>• What are the characteristics of nonfiction?</li> <li>• How do our experiences influence our writing?</li> <li>• What are the conventions of play writing/screenplay writing?</li> <li>• How does a writer ensure that dramatic action is clear, strong, and incorporated into the dialogue?</li> <li>• How does clear and concise writing enable individuals to better share their ideas?</li> </ul>

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<b>Content Standard:</b>	<p><b>CC.11-12 R.L. 2</b> 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.</p> <p><b>CC.11-12 R.L. 3</b> Analyze how 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.)</p> <p><b>CC.11-12 R.L. 4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific words choice 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.)</p> <p><b>CC.11-12 R.L. 5</b> 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.</p> <p><b>CC.11-12 R.L. 6</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony or understatement.)</p> <p><b>CC.11-12 R.L. 7</b> 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. (Include at least one play by Shakespeare and one play by an American dramatist.</p> <p><b>CC.11-12 R.I. 4</b> Determine the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meaning; 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).</p> <p><b>CC.11-12 R.I. 6</b> 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.</p> <p><b>CC.11-12 R.I. 8</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p><b>CC.11-12 R.I. 9</b> Analyze seventeenth- eighteenth-, and nineteenth- century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of ARights, and Lincoln’s Second Inaugural Address) for their themes, purposes and rhetorical features..</p> <p><b>CC.11-12 W 1</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p><b>CC.11-12 W 1a</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s) counterclaims, reasons, and evidence.</p> <p><b>CC.11-12 W 1b</b> Develop claim(s) and counterclaims fairly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns, values and possible</p>
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**CC.11-12 W 1c** Use words, phrases, and clauses as well as varied syntax 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.

**CC.11-12 W 1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CC.11-12 W 1e** Provide a concluding statement or section that follows from and supports the argument presented.

**CC.11-12 W 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.11-12 W 2a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension.

**CC.11-12 W 2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**CC.11-12 W 2c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**CC.11-12 W 2d** Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**CC.11-12 W 2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CC.11-12 W 2f** Providing a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).

**CC.11-12 W 3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CC.11-12 W 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.11-12 W 3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CC.11-12 W 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.11-12 W 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.11-12 W 3e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CC.11-12 W 4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

**CC.11-12 W 5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,

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focusing on addressing what is most significant for a specific purpose and audience.

**CC.11-12 W 6** Use technology, including the Internet, to produce, publish, and update individual or share writing products in response to ongoing feedback, including new arguments or information.

**CC.11-12 S.L. 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, text, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CC.11-12 S.L. 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.

**CC.11-12 S.L. 1d** Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible determine what additional information or research is required to deepen the investigation or complete the task.

**CC.11-12 S.L. 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.11-12 S.L. 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 or informal tasks.

**CC.11-12 S.L. 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.11-12 S.L. 6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**CC.11-12 L 1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CC.11-12 L 1b** Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.

**CC.11-12 L 2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

**CC.11-12 L 2b** Spell correctly.

**CC.11-12 L 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.

**CC.11-12 L 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.

**CC.11-12 L 4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CC.11-12 L 5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CC.11-12 L 6** Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading,

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	writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
<b>Performance Expectations (Student outcomes)</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Discuss poetry, learn about the elements of contemporary poetry, and express their own ideas through various types of poetry.</li> <li>• Discuss fiction, learn about the elements of contemporary fiction, and express their own ideas through various types of fiction.</li> <li>• Learn what makes a work of nonfiction a piece of creative writing by discussing literary nonfiction and its development, reading nonfiction, and expressing their own ideas through nonfiction.</li> <li>• Discuss plays, learn about elements of playwriting, and generate their own ideas through scenes and short plays.</li> <li>• Compile their polished work into a portfolio.</li> <li>• Reflect on their growth as a writer.</li> </ul>	
<p style="text-align: center;"><b>Strategies/Modes (examples)</b></p> <ol style="list-style-type: none"> <li>1. K-W-L, K-W-L Plus, B-K-W-L-Q</li> <li>2. Skimming and Scanning</li> <li>3. List-Group-Label</li> <li>4. Book Pass</li> <li>5. Text Structures and Support</li> <li>6. Developing Questions for Reading: Concept Ladder</li> <li>7. Word Study: Developing Content Vocabulary</li> <li>8. Book in a Day</li> <li>9. Word Study: How to Learn Content Vocabulary Through Context</li> <li>10. Admit Slip: Establishing a Purpose for Reading</li> <li>11. Anticipating Content: Here and Now, Predict-o-Gram, Story Impressions</li> <li>12. Anticipation Guide</li> <li>13. Reciprocal Teaching</li> <li>14. DR-TA (Directed Reading-Thinking Activity)</li> <li>15. REAP</li> <li>16. Learning Logs</li> <li>17. Compare/Contrast: Discovering Patterns</li> </ol>	<p style="text-align: center;"><b>Materials/Resources (examples)</b></p> <p><b><u>Content</u></b> The Writing Process</p> <p><b><u>Resources</u></b> <u>On Writing</u>, Stephen King <u>The Everything Creative Writing Book</u>, Carol Whiteley, Barry Littmann <u>Writing Fiction</u>, Janet Burroway <u>How to Write Poetry</u>, Paul B. Janeczko Excerpts from <u>Naked</u> by David Sedaris <u>Wit</u>, Margaret Edson</p>	<p style="text-align: center;"><b>Assessments (examples)</b></p> <p><b><u>Unit Performance Tasks</u></b></p> <ul style="list-style-type: none"> <li>• Various homework assignments, quizzes, and tests.</li> </ul> <p><b><u>Unit Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Students will write a finished poem in response to a painting, sculpture, object in nature, or person of interest. Students will submit multiple drafts, and a reflection piece on their process for their portfolio.</li> <li>• Utilizing all the components of fiction, students will generate a polished short story that is appropriate for publication.</li> <li>• Students will select an issue of concern on which to write an OP-ED piece for a local and/or school newspaper.</li> <li>• Students will rewrite a short story,</li> </ul>

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<ol style="list-style-type: none"> <li>18. Questions Game</li> <li>19. TAG (Textbook Activity Guide)</li> <li>20. ReQuest</li> <li>21. Cornell Note-Taking</li> <li>22. QAR (Question-Answer Relationship)</li> <li>23. Academic Notebooks: Writing to Learn</li> <li>24. RAFT Writing (Role, Audience, Format, Topic)</li> <li>25. Text Highlighting</li> <li>26. SPAWN (Special Powers, Problem Solving, Alternative Viewpoints, What If, Next)</li> <li>27. Test-Taking Strategies</li> <li>28. PORPE (Predict, Organize, Rehearse, Practice, Evaluate)</li> <li>29. Inquiry and Research: I-Charts</li> <li>30. GIST (Generating Interactions Between Schemata and Texts)</li> <li>31. Homework</li> <li>32. Exclusion Brainstorming</li> <li>33. Exit Slips</li> </ol>		<p>fable, fairy tale, or myth into a short play.</p> <ul style="list-style-type: none"> <li>• Students will compose a reflection piece assessing their learning throughout the course, and will hand in a completed portfolio.</li> </ul>
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