

Domain: Creative Writing/MP1: The Autobiography; The Personal Narrative; The Memoir

Course Description:

This course acquaints students with writing activities: the Autobiography; the Personal Narrative; the Memoir; the College Essay; Poetry; the Short Story. Students will learn and explore specific writing techniques: Free-writing; Listing; Drafting; Responding; Showing instead of telling; Sentence Expansion; Publishing for an audience. The creative process will develop student ability to express and reflect, explore, explain, describe, and to develop a deeper understanding of writer's purpose.

Benchmarks:

1. Using the writing process to organize thoughts and explore ideas
2. Writing descriptive, narrative, and expository passages
3. Writing memoirs, autobiography, and personal narrative, short stories, and poetry
4. Writing to engage a reader's interest
5. Revising writing for intention and convention
6. Proofreading for errors and grammar and spelling
7. Varying sentence styles and length
8. Listening and responding in a critical and respectful manner

Cluster: Grades 11 and 12

Standards: W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.10 SL.11-12.1
SL.11-12.2 SL.11-12.3 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5 L.11-12.6

Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> ● What is the role of memory, observation, and imagination? ● When does the essay explore the significance of a specific event? ● What is the role of a journal in a writer’s work? ● What are topics or prompts for journal writing? ● What is the value of a regular practice in writing? ● What is writing to explore? ● How does a journal function as a source for other writing? ● What is the difference between a diary and a writer’s journal? 	<ul style="list-style-type: none"> ● Journals will provide insight into the writing experience ● Students will write regularly in journals to explore the narrative writing process ● Writing prompts will teach writers to explore a variety of genres ● Students will publish to develop a sense of their audience by reading work aloud ● Students will respond to prompts requiring memory, observation, and imagination ● Students will edit their own work based on mini-lessons and student-teacher conferences 	<ul style="list-style-type: none"> ● Writing and sharing autobiography and personal narrative ● Writing and sharing memoirs in class ● Rewriting and extending an original entry ● Publishing memoir, autobiography, and personal narrative in class ● Student conferencing to explore and investigate characterization and descriptive writing ● Recognizing voice in writing to develop tone and mood in an essay ● Understanding imagery to set scenes and describe people, places, and objects ● Using transitions as structure to bridge gaps from detail to detail and scene to scene ● Brainstorming and Pre-writing ● Proofreading ● Revising and writing the Final copy ● Practicing compelling openings and strong closure to written pieces ● Use a variety of writing tools such as freewriting, clustering, brainstorming, listing, and a thesaurus to inspire imaginative material

<ul style="list-style-type: none"> • How does freewriting encourage beauty and uniqueness? 		
<p>Content Statements</p>	<p>Sample Questions</p>	
<ul style="list-style-type: none"> • Understand what we learn about ourselves as writers • Develop a sense of audience through writing • Reflect on writing and personal style • Develop interest in literature and writing effectively • Understand the process of copyrighting 	<ul style="list-style-type: none"> • How do writers interpret personal experiences to craft their writing? • How do writers make connections with their readers? • How does writing in journals help to develop polished narratives? • How do we strengthen writing by exploring ideas? • How does the essay construct meaningful 	

<ul style="list-style-type: none"> ● Develop interest using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor ● Develop an understanding and recognition of professional writing 	<p>insight in narrative writing?</p> <ul style="list-style-type: none"> ● How does proofreading assist to improve style and usage? ● How does becoming a better writer help to become a better reader? ● How does the narrative help to improve sensory details? 	
<p>Assessments</p> <ul style="list-style-type: none"> ● Reflect on own writing and establish goals for growth and improvement ● Evaluate the impact of tone, word choice, style, content, point of view, literary elements, and figurative language ● Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing ● Journals ● Peer and Teacher/Conferences and Discussions ● Exercises in Language 	<p style="text-align: center;">Teacher Resources</p> <p>Amber, Larson, <u>The Creative Writing Handbook</u> Scott Foresman & Co., 1992</p> <p>Bradvik, Marylou, <u>Writing Process Activities Kit</u>, The Center for Applied Research, 1990</p> <p>Curry, B., <u>Essays That Worked</u>, Fawcett Columbine, 1990</p> <p>Eggers, Dave, <u>Don't Forget to Write</u>, Jossey Bass, 2011</p>	

Creative Writing (English Elective)

<p><i>To show evidence of meeting this standard, students may:</i> Write an autobiography; write a personal narrative; write a memoir; recall vivid sensory memories related to these events</p>	<p>Gallagher, Kelly, <u>Write like This</u>, Stenhouse Publishers, 2011</p> <p>Mark; Boone, Robert, <u>Moe's Cafe</u>, Good Year Books, 2007, Larson</p> <p>Sebrank, Patrick; Kemper, Dave; Vern, Meyer, <u>Writers Inc</u>, Houghton Mifflin Company, 2001</p> <p><u>Six Hundred Forty Stories to Write</u> The San Francisco Writers' Grotto, Chronicle Books, 2016</p> <p><u>Three Hundred Writing Prompts</u> www.picadillyInc.com</p> <p>www.varsitytutors.com/englishteacher/narrative-high-school-1-esson-plans.html</p> <p>http://www.writersdigest.com/prompts</p> <p>www.npr.org/podcasts/381443486/pri-selected-shorts</p>
<p>Equipment Needed:</p> <p>Journals Chromebooks Online Resources Classroom sets of reference texts and workbooks</p>	

Domain: Creative Writing/MP2: The College Essay

Course Description:

Creative Writing (English Elective)

This course acquaints students with writing activities and more elements connected to writing: the Autobiography; the Personal Narrative; the Memoir; the College Essay; Poetry; the Short Story. Students will learn and explore specific writing techniques: Free-writing; Listing; Drafting; Responding; Showing instead of telling; Sentence Expansion; Publishing for an audience. The creative process will develop student ability to express and reflect, explore, explain, describe, and to develop a deeper understanding of writer's purpose.

Benchmarks:

1. Using the writing process to organize thoughts and explore ideas
2. Writing descriptive, narrative, and expository passages
3. Writing memoirs, autobiography, and personal narrative, poetry, and short stories
4. Writing to engage a reader's interest
5. Revising writing for intention and convention
6. Proofreading for errors and grammar and spelling
7. Varying sentence styles and length
8. Listening and responding in a critical and respectful manner

Cluster: Grades 11 and 12

Standards: W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.10 SL.11-12.1
SL.11-12.2 SL.11-12.3 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5 L.11-12.6

Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
		<ul style="list-style-type: none">• Pre-write, brainstorm, graphic organizers, mapping, and internet research

Creative Writing (English Elective)

<ul style="list-style-type: none"> • What careers are of interest to students? • What is education's role in a student's career plans? • How does one research a college? • How does one read and respond to an essay prompt? • How does technology play an essential role in career choice and planning? 	<ul style="list-style-type: none"> • Recognize the role of openings/closings in essay writing • Read, plan, and respond to a college essay prompt • Revise for clarity organization, and elaboration • Anticipate an admissions committee as an audience 	<ul style="list-style-type: none"> • Continue to write journals a minimum of three times per week to be evaluated per marking period • Students will respond first in writing, then in a discussion to detailed to questions, and lastly respond to a self-evaluation. • Students will respond to the common application essay prompts • Students will produce a minimum of two college essays • Students will read and critique samples of successful college essays • Students will peer and teacher conference to revise ideas
<p>Content Statements</p>	<p>Sample Questions</p>	
<ul style="list-style-type: none"> • As writers we make connections about what we learn about 	<ul style="list-style-type: none"> • How does the effectively written college essay respond to creative 	

<p>ourselves in the process of writing</p> <ul style="list-style-type: none">● Develop a sense of audience through writing● Reflect on writing and personal style● Develop reader's interest using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor● Develop an understanding and recognition of writer's purpose● Choose a clear focus and develop a worthwhile and insightful essay	<p>questions or personal statement questions?</p> <ul style="list-style-type: none">● How does an effectively written college essay, make the essay yours?● How does the college essay make a connection between the essay and the college application?● How does the inclusion of personal experiences improve the college essay?● How does the college essay enrich the college application?● How does re-writing help to develop a polished essay?● How does the college essay construct and provide a profile and meaningful insight about the writer?	
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<p>Assessments</p> <ul style="list-style-type: none"> ● Reflect on writing and establish goals for growth and improvement ● Evaluate the impact of tone, word choice, style, content, point of view, literary elements, and figurative language ● Demonstrate personal style and voice effectively to support the purpose and engage the audience with a work of writing ● Journals ● Discussions ● Exercises in Language 		<p style="text-align: center;">Teacher Resources</p> <p>Amber, Larson, <u>The Creative Writing Handbook</u> Scott Foresman & Co., 1992</p> <p>Bradvik, Marylou, <u>Writing Process Activities Kit</u>, The Center for Applied Research in Education, 1990</p> <p>Curry, B., <u>Essays That Worked</u>, Fawcett Columbine, 1990</p> <p>Eggers, Dave, <u>Don't Forget to Write</u>, Jossey Bass, 2011</p> <p>Gallagher, Kelly, <u>Write like This</u>, Stenhouse Publishers, 2011</p> <p>Myers McGinty, Sarah, <u>Writing Your College Application Essay</u>, College Entrance Examination Board, 1991</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● Write sample essays that demonstrate an understanding of writing and responding to the common application essay ● Write a general statement in the topic area that leads to a main idea (thesis) ● Obtain useful feedback 		

Creative Writing (English Elective)

- Demonstrate effective vocabulary for communicating ideas

Equipment Needed:

Journals
Chromebooks
Online Resources
Classroom sets of reference texts and workbooks

Sebrank, Patrick; Kemper, Dave; Vern, Meyer, Writers Inc, Houghton Mifflin Company, 2001

Six Hundred Forty Stories to Write The San Francisco Writers' Grotto, Chronicle Books, 2016

Stewart, Alan; Muchnick, Stewart, Best College Admission Essays, Peterson's, 1997

Three Hundred Writing Prompts www.picadillyInc.com

www.varsitytutors.com/englishteacher/narrative-high-school-lesson-plans.html

<http://www.writersdigest.com/prompts>

Domain: Creative Writing/MP3: Poetry

Course Description:

This course acquaints students with writing activities and more elements connected to writing: the Autobiography; the Personal Narrative; the Memoir; the College Essay; Poetry; the Short Story. Students will learn and explore specific writing techniques: Free-writing; Listing; Drafting; Responding; Showing instead of telling; Sentence Expansion; Publishing for an audience. The creative process will develop student ability to express and reflect, explore, explain, describe, and to develop a deeper understanding of writer's purpose.

Benchmarks:

1. Using the writing process to organize thoughts and explore ideas
2. Writing descriptive, narrative, and expository passages
3. Writing memoirs, autobiography, and personal narrative, poetry, and short stories
4. Writing to engage a reader's interest
5. Revising writing for intention and convention
6. Proofreading for errors and grammar and spelling
7. Varying sentence styles and length
8. Listening and responding in a critical and respectful manner

Cluster: Grades 11 and 12

Standards: RL.11-12.7 RL.11-12.10 RL.11-12.10 W.11-12.4 W.11-12.10 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5

Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> ● What are the origins of inspiration for poetry? ● How can prose be converted to poetry? ● Why are figures of speech an important element of poetry? ● How does one read and respond to poetry? ● How does reading different poetry create a higher interest level in the work of professional poets? 	<ul style="list-style-type: none"> ● Recognize techniques of using figures of speech ● Recognize the difference between public and private writing ● Recognize various methods of writing poems ● Evaluate poetry ● Have a knowledge of common terms used in writing and analyzing poetry 	<ul style="list-style-type: none"> ● Read examples of poetry ● Read student models of poetry ● Students will publish at least two their poems in class ● Students will brainstorm for ideas, create rough drafts and revise for precise wording, figurative language, rhythm, meter, and rhyme ● Students will respond to published poems in written and oral format using criteria for critiquing discussed and used in class ● Students will revise and re-write poetry ● Write poetry that avoids the use of cliches ● Discuss free verse and rhyme

Content Statements	Sample Questions	
<ul style="list-style-type: none"> ● Students will recognize precise wording ● Students will understand using details to illustrate imagery ● Develop a sense for the use of strong verbs ● Develop a sense of writing for a public or private audience ● Reflect on writing and personal style ● Write poetry in response to memories, family photographs, journal entries and observations ● Identify the theme of a poem and develop a sense of imagery included in the poem 	<ul style="list-style-type: none"> ● How does journaling affect the poetic writing process? ● How are details used as an effective technique to create imagery? ● What role does personal experience play in writing poetry? ● How do figures of speech enrich poetry? ● How does re-writing enrich poetic theme? ● How does the structure of a poem provide meaningful insight into the theme of poetry and the speaker? 	

<p>Assessments</p> <ul style="list-style-type: none"> ● Students will produce a minimum of seven poems through the course of the marking period ● Students will submit at least one of their poems for review to the school literary magazine <i>Bruin Bards</i> ● Demonstrate the ability to write descriptively and figuratively in an effective manner ● Journal Entries ● Peer Conferencing and Revision ● Attention to poetic structure 		<p style="text-align: center;">Teacher Resources</p> <p>Amber, Larson, <u>The Creative Writing Handbook</u> Scott Foresman & Co., 1992</p> <p>Bradvik, Marylou, <u>Writing Process Activities Kit</u>, The Center for Applied Research in Education</p> <p>Mark; Boone, Robert, <u>Moe's Cafe</u>, Good Year Books, 2007, Larson</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● Write poems that demonstrate an understanding of writing poetry ● Write poems that demonstrate an understanding of critiquing and publishing ● Demonstrate strong vocabulary for communicating ideas 		<p>Bradvik, Mary Lou, <u>Writing Process Activities Kit</u>, The Center for Applied Research in Education, 1990</p> <p><u>Poetry Patterns</u>, teachinteract.com, 1995</p> <p>Eggers, Dave, <u>Don't Forget to Write</u>, Jossey Bass, 2011</p>

<ul style="list-style-type: none"> • Demonstrate evidence of an understanding of the poetic structure 	<p><u>Six Hundred Forty Stories to Write</u> The San Francisco Writers' Grotto, Chronicle Books, 2016</p>
<p>Equipment Needed:</p> <p>Chromebooks Online Resources Journals Classroom sets of reference texts and workbooks</p>	<p><u>Three Hundred Writing Prompts</u> www.picadilly.com</p> <p>https://www.poets.org/poetsorg/text/ode-poetic-form</p> <p>http://www.poetryoutloud.org/</p> <p>https://www.poets.org/poetsorg/text/ode-poetic-form</p> <p>http://www.writersdigest.com/prompts</p>

Domain: Creative Writing/MP4: Short Fiction

Course Description:

This course acquaints students with writing activities and more elements connected to writing: the Autobiography; the Personal Narrative; the Memoir; the College Essay; Poetry; the Short Story. Students will learn and explore specific writing techniques: Free-writing; Listing; Drafting; Responding; Showing instead of telling; Sentence Expansion; Publishing for an audience. The creative process will develop student ability to express and reflect, explore, explain, describe, and to develop a deeper understanding of writer's purpose.

Benchmarks:

1. Using the writing process to organize thoughts and explore ideas
2. Writing descriptive, narrative, and expository passages

3. Writing memoirs, autobiography, and personal narrative, poetry, and short stories
4. Writing to engage a reader's interest
5. Revising writing for intention and convention
6. Proofreading for errors and grammar and spelling
7. Varying sentence styles and length
8. Listening and responding in a critical and respectful manner

Cluster: Grades 11 and 12

Standards: W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.10 SL.11-12.1
SL.11-12.2 SL.11-12.3 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5 L.11-12.6

Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> ● What is the role of plot, character, and setting in fiction? ● What characteristics do they share? ● What are the functions of dialogue? ● How does point of view affect a story? 	<ul style="list-style-type: none"> ● Developing setting, characters, and plot ● Recognize action that flows logically or naturally ● The development of subplots in a story ● Effective and believable dialogue ● The use of symbolism 	<ul style="list-style-type: none"> ● Student-Teacher Conferences ● Peer Conferences ● Clustering/Mapping/Webbing ● Students will publish at work in class ● Students will brainstorm for ideas, create rough drafts and revise for precise wording, figurative language and descriptive writing ● Students will respond to published fiction written and oral format using criteria for critiquing discussed and used in class

<ul style="list-style-type: none"> • What are the differences between scripts and short stories? • How does writing prose differ from writing fiction? 	<ul style="list-style-type: none"> • Inclusion of descriptive detail • Settings, characters, and plot are well-integrated • Word choice is inventive and appropriate • Story plot includes an introduction, climax, and conclusion 	<ul style="list-style-type: none"> • Students will revise and re-write their own fiction • Use writing pre-writing techniques such as marathon writing or freewriting • Students will understand audience to motivate students to revise and edit • Students will observe, listen, read, take notes and engage in discussions
<p>Content Statements</p>	<p>Sample Questions</p>	
<ul style="list-style-type: none"> • Students will engage and orient the reader by establishing context • Students will understand using details to illustrate imagery • Develop a sense for the use of strong verbs 	<ul style="list-style-type: none"> • What is the role of dialogue, description, and action? • How do these elements reveal character? • How do writers choose settings without being dull? 	

<ul style="list-style-type: none">● Use narrative techniques such as pacing, dialogue, description to develop experiences, events, and/or characters● Reflect on writing and personal style● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another● Provide a conclusion that follows from the narrated experiences and events	<ul style="list-style-type: none">● How do writer's create fiction using real-life experiences and imagine where it could go?● How does personal experiences become the foundation and/or basis upon which fiction is based?● How does a writer become comfortable with moving out of the comfort zone?● How does voice contribute to successful fiction?● How does the college essay construct and provide a profile and meaningful insight?● How do we evaluate fiction?	
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<p>Assessments</p> <ul style="list-style-type: none"> ● Students will produce short fiction through the course of the marking period ● Students will submit at least one of their poems for review to the school literary magazine <i>Bruin Bards</i> ● Demonstrate the ability to write descriptively and figuratively effectively ● Journal Entries ● Teacher Conferencing and Revision/Editing ● Peer Conferencing and Revision/Editing ● Attention to elements of writing fiction 		<p style="text-align: center;">Teacher Resources</p> <p>Amber, Larson, <u>The Creative Writing Handbook</u> Scott Foresman & Co., 1992</p> <p>Bradvik, Marylou, <u>Writing Process Activities Kit</u>, The Center for Applied Research in Education</p> <p>Mark; Boone, Robert, <u>Moe's Cafe</u>, Good Year Books, 2007, Larson</p> <p>Bradvik, Mary Lou, <u>Writing Process Activities Kit</u>, The Center for Applied Research in Education, 1990</p> <p>Eggers, Dave, <u>Don't Forget to Write</u>, Jossey Bass, 2011</p> <p><u>Six Hundred Forty Stories to Write</u> The San Francisco Writers' Grotto, Chronicle Books, 2016</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● Write short that demonstrates an understanding of writing short fiction ● Demonstrate an understanding of critiquing and publishing ● Demonstrate strong vocabulary for communicating ideas 		

<ul style="list-style-type: none">● Demonstrate evidence of an understanding of the plot● Eliminate repetition and excess words● Reduce clauses to single words or prepositional phrases● Avoid overused words● Polish work of fiction for publication	<p><u>Three Hundred Writing Prompts</u> www.picadillyInc.com</p> <p>http://www.writersdigest.com/prompts</p> <p>www. npr.org/podcasts</p> <p>https://themoth.org/</p>
<p>Equipment Needed:</p> <p>Chromebooks Online Resources Journals Classroom sets of reference texts and workbooks</p>	