

**Scranton School District**

**Planned Instruction**

**Creative Writing**

## Course Description

- Creative Writing is a course in which the students will discover, analyze, and apply the methods and forms used in various forms of fiction, nonfiction, poetry and dramatic writing.
- Creative Writing stresses the individual's power of observation as a source for creative output.
- Creative Writing is designed to help students explore their own creativity as well as enhance their appreciation for the creativity of others.
- Creative Writing will provide the student practices in the process of writing
- Creative Writing affords the student an opportunity for self-expression, promotes critical thinking, expands the imagination, and develops the use of language.
- Creative Writing provides a forum for student expression in written and visual arts through the literary magazine
- Creative Writing utilizes various literary works, genres and forms of media to serve as models and inspiration.

## PLANNED COURSE

**SUBJECT AREA:** Creative Writing

**GRADE/COURSE:** 11/12

**Standard And Strand** 1.1 Learning to Read Independently

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>A. Before reading locate and select various resources for a specific purpose</p> <p>B. Analyze and synthesize correlations of the textual and graphic features of informational materials analyzing author's choices.</p> <p>C. During reading apply acquired knowledge and strategies to understand the meaning of new words. Use these words to communicate effectively.</p> <p>D. Utilize effective comprehension strategies to extract essential ideas from text.</p> <p>E. Utilize the acquired reading vocabulary by determining the meaning of and use accurately, new words encountered in reading materials. Use a reference when appropriate.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Read for pleasure</li> <li>• Read critically</li> <li>• Read to find meaning</li> <li>• Read with expression and fluency</li> <li>• Understand author's purpose and intentions</li> <li>• Recognize patterns of organization and structure</li> <li>• Demonstrate an open-minded attitude toward new and unfamiliar work</li> <li>• Read works from a variety of genres/cultures</li> <li>• Relate understanding of literary works to life experiences and personal writing assignments</li> </ul>	<p><b>MAY INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Reading log</li> <li>• Response journal</li> <li>• Note taking</li> <li>• Self-evaluation</li> <li>• Peer-evaluation</li> <li>• Conferences (student/teacher and peer)</li> <li>• Completion of homework</li> <li>• Portfolio</li> <li>• Formal written assignments</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>• Qualification for remediation is as per school policy</li> <li>• Teacher assistance</li> <li>• Alternative evaluation</li> </ul>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>F. Understand the meaning of and apply key vocabulary.</p> <p>G. Understand and apply knowledge gained from text.</p> <ul style="list-style-type: none"> <li>• Support assertions about texts.</li> <li>• Compare and contrast texts.</li> <li>• Make extensions to related ideas, topics or information.</li> <li>• Assess the validity of documents.</li> <li>• Analyze the positions in documents.</li> <li>• Evaluate the author’s strategies.</li> <li>• Critique public documents.</li> </ul> <p>H. Read fluently with a high level of comprehension</p> <ul style="list-style-type: none"> <li>• Read aloud with accuracy.</li> <li>• Self-correct mistakes.</li> <li>• Use appropriate reading techniques e.g., rhythm, flow, meter and pronunciation.</li> <li>• Read a variety of genres and text.</li> <li>• Demonstrate comprehension.</li> </ul>		<p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>• Additional/alternative reading/writing</li> <li>• Technology integration</li> <li>• Guest speakers/community resources</li> </ul>

**SUBJECT AREA:** Creative Writing

**GRADE/COURSE:** 11/12

**Standard And Strand** 1.2 Reading Critically in All Content Areas

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>A. Read and understand informational texts and documents.</p> <ul style="list-style-type: none"><li>• Differentiate fact from opinion.</li><li>• Distinguish between essential and nonessential information.</li><li>• Make decisions and draw conclusions using established criteria.</li><li>• Evaluate the text organization and content.</li></ul> <p>B. Use, understand and evaluate a variety of media.</p> <ul style="list-style-type: none"><li>• Evaluate and select appropriate electronic media</li><li>• Critique the techniques of electronic media</li><li>• Use media to demonstrate understanding.</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Think reflectively and critically</li><li>• Investigate, understand and apply symbolic meaning</li><li>• Explore how various forms of media affect the impact of the message</li><li>• Evaluate literary merit based on an understanding of the genre and the literary elements</li><li>• Write fiction, nonfiction, essays, plays, and poetry that observes the conventions of the genre</li><li>• Recognize and differentiate characteristics of genres and explain how choice of genre affects theme or topic</li><li>• Select appropriate medium for various presentations</li></ul>	<p><b>MAY INCLUDE:</b></p> <ul style="list-style-type: none"><li>• Reading log</li><li>• Response journal</li><li>• Note taking</li><li>• Self-evaluation</li><li>• Peer-evaluation</li><li>• Conferences (student/teacher and peer)</li><li>• Completion of homework</li><li>• Portfolio</li><li>• Formal written assignments</li></ul>

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>C. Produce accurate work in at least one literary genre that follows the conventions of the genre.</p>	<ul style="list-style-type: none"> <li>• Recognize strategies used by media to inform, persuade, entertain and transmit culture</li> <li>• Interpret, evaluate and employ appropriate medium in presentation of written work</li> <li>• Present work using a variety of methods including visual displays and technology</li> </ul>	<p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>• Qualification for remediation is as per school policy</li> <li>• Teacher assistance</li> <li>• Alternative evaluation</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>• Additional/alternative reading/writing</li> <li>• Technology integration</li> <li>• Guest speakers/community resources</li> </ul>

**SUBJECT AREA:** Creative Writing

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**Standard And Strand** 1.3 Reading, Interpreting and Analyzing Literature

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>A. Read and understand works of literature.</p> <p>B. Evaluate author's use of literary elements.</p> <p>C. Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structures).</p> <p>D. Critique various types of poetry.</p> <p>E. Evaluate the components of drama.</p> <p>F. Read and respond to literary works.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Understand and identify the distinguishing features of the major genres and use them in their writing</li><li>• Critically examine what makes literature appealing to an audience and incorporate such components into writing</li><li>• Identify various literary terms and conventions and demonstrative through their own writing their ability to apply these terms and conventions effectively</li><li>• Read literature/peer writing in order to experience people, places and events</li><li>• Recognize and appreciate culturally diversity</li><li>• Demonstrate their understanding of creative writing concepts through written response to their own and others' work.</li></ul>	<p><b>MAY INCLUDE:</b></p> <ul style="list-style-type: none"><li>• Reading log</li><li>• Response journal</li><li>• Note taking</li><li>• Mini lessons</li><li>• Self-evaluation</li><li>• Peer-evaluation</li><li>• Conferences (student/teacher and peer)</li><li>• Completion of homework</li><li>• Portfolio</li><li>• Formal written assignments</li></ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"><li>• Qualification for remediation is as per school policy</li><li>• Teacher assistance</li><li>• Alternative evaluation</li></ul>

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
		<b>ENRICHMENT:</b> <ul style="list-style-type: none"><li>• Additional/alternative reading/writing</li><li>• Technology integration</li><li>• Guest speakers/community resources</li></ul>

**SUBJECT AREA:** Creative Writing

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**Standard And Strand** 1.4 Types of Writing

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>A. Write short stories, poems, and plays that consciously include:</p> <ul style="list-style-type: none"><li>• varying organizational methods and characteristics</li><li>• relevant illustrations</li><li>• dialogue</li><li>• a literary conflict</li><li>• varying literary characteristics</li><li>• literary elements</li><li>• literary devices</li><li>• detailed descriptions</li></ul> <p>B. Write complex informational pieces using:</p> <ul style="list-style-type: none"><li>• A well developed topic</li><li>• Precise language and specific detail</li><li>• Cause and effect</li><li>• Various models of development</li><li>• Relevant graphics</li><li>• Primary and secondary sources</li></ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"><li>• Apply all stages of the creative process in creative writing assignments</li><li>• Manipulate language for all purposes</li><li>• Explore the connection between language use, theme and meaning.</li><li>• Apply appropriate conventions to a variety of genres</li><li>• Uses elements of various organizational patterns appropriate to various modes</li><li>• Employ various methods of development and make appropriate choices regarding each assignment</li><li>• Transform experiences into fictional representations of life</li><li>• Write in various modes to explore ideas, represent and reflect on the human experience, communicate emotions and present information</li></ul>	<p><b>MAY INCLUDE:</b></p> <ul style="list-style-type: none"><li>• Reading log</li><li>• Response journal</li><li>• Note taking</li><li>• Mini lessons</li><li>• Self-evaluation</li><li>• Peer-evaluation</li><li>• Conferences (student/teacher and peer)</li><li>• Completion of homework</li><li>• Portfolio</li><li>• Formal written assignments</li></ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"><li>• Qualification for remediation is as per school policy</li><li>• Teacher assistance</li><li>• Alternative evaluation</li></ul>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>C. Write persuasive pieces that</p> <ul style="list-style-type: none"> <li>• Develop a clearly stated position/opinion</li> <li>• Include pertinent documented evidence</li> <li>• Develop reader interest,</li> <li>• Address reader arguments and concerns, and select the method of development to best advance the argument or position to the audience.</li> </ul> <p>D. Maintain a written record (i.e., portfolio) organized by theme or topic which includes:</p> <ul style="list-style-type: none"> <li>• activities</li> <li>• coursework</li> <li>• honors</li> <li>• interests</li> </ul> <p>E. Expand a multi-page personal narrative including</p> <ul style="list-style-type: none"> <li>• Clear chronological sequence</li> <li>• Specific and narrative details and dialogue as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with modes while recording personal experiences, activities and events</li> </ul>	<p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>• Additional/alternative reading/writing</li> <li>• Technology integration</li> <li>• Guest speakers/community resources</li> </ul>

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**Standard And Strand** 1.5 Quality of Writing

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"><li>· Identify topic, task and audience.</li><li>· Establish and maintain a single point of view.</li></ul> <p>B. Write using well-developed and appropriate content</p> <ul style="list-style-type: none"><li>• Gather, verify, and synthesize information.</li><li>• Utilize the most effective format for purpose and audience.</li><li>• Write fully-developed paragraphs specific to the topic and relevant to the focus.</li></ul> <p>C. Write with effective and logical organization that supports unity and clarity.</p> <p>D. Write with effective style.</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"><li>• Determine a purpose and audience; plan strategies</li><li>• Determine the usefulness of and apply appropriate pre-writing tasks</li><li>• Use organizational strategies to plan writing</li><li>• Draft ideas into various forms/ genres</li><li>• Follow PA for the Characteristics of Effective Writing in the areas of focus, content, organization, style, and conventions while utilizing the writing process.</li><li>• Try new modes, topics, forms, techniques and genres in order to improve in each area.</li><li>• Use precise language, sensory details and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.</li></ul>	<p><b>MAY INCLUDE:</b></p> <ul style="list-style-type: none"><li>• Reading log</li><li>• Response journal</li><li>• Note taking</li><li>• Mini lessons</li><li>• Self-evaluation</li><li>• Peer-evaluation</li><li>• Conferences (student/teacher and peer)</li><li>• Completion of homework</li><li>• Portfolio</li><li>• Formal written assignments</li><li>• Grading rubrics</li></ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"><li>• Qualification for remediation is as per school policy</li><li>• Teacher assistance</li><li>• Alternative evaluation</li></ul>

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>E. Revise writing to improve:</p> <ul style="list-style-type: none"> <li>• Style</li> <li>• Word choice</li> <li>• Sentence variety</li> <li>• Paragraph development</li> <li>• Clarity of meaning</li> <li>• Organization in the context of purpose, audience, and genre.</li> </ul> <p>F. Edit writing using:</p> <ul style="list-style-type: none"> <li>• Correct spelling</li> <li>• Appropriate mechanics and punctuation</li> <li>• Proper syntax</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that style guidelines may vary by topic and audience (formal/informal)</li> <li>• Reread and analyze clarity of writing and effectiveness of organizational structure.</li> <li>• Revise by adding, deleting, and expressing ideas in different forms in order to enhance written work.</li> <li>• Apply conventions appropriate to genre</li> <li>• Recognize and correct grammatical/mechanical errors in writing</li> </ul>	<p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>• Additional/alternative reading/writing</li> <li>• Technology integration</li> <li>• Guest speakers/community resources</li> <li>• Employ peer revision, conferencing and editing to ensure reader interest</li> <li>• Prepare for publication by following manuscript form appropriate to purpose</li> </ul>

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**Standard And Strand** 1.6 Speaking and Listening

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>A. Listen to others.</p> <ul style="list-style-type: none"><li>· Ask clarifying questions.</li><li>· Evaluate the relevancy of information, ideas and opinions.</li><li>· Take notes.</li></ul> <p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"><li>· Relate them to previous knowledge.</li><li>· Make predictions.</li><li>· Summarize and reflect on content.</li><li>· Identify and define new words and concepts.</li><li>· Analyze and synthesize the selections relating them to other selections heard or read.</li></ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"><li>• Speak fluently and confidently in a variety of situations for a variety of purposes and audiences</li><li>• Speak to generate ideas and clarify/extend steps in creative writing process</li><li>• Share interests to generate ideas for assignments</li><li>• Speak to build peer relationships that lead to effective peer/teacher conferences</li><li>• Adjust verbal and nonverbal elements in order to practice the behaviors of effective speakers/listeners</li><li>• Actively participate in the role of listener and recognize factors that interfere with effective listening, including personal biases</li></ul>	<p><b>MAY INCLUDE:</b></p> <ul style="list-style-type: none"><li>• Reading log</li><li>• Response journal</li><li>• Note taking</li><li>• Self-evaluation</li><li>• Peer-evaluation</li><li>• Conferences (student/teacher and peer)</li><li>• Completion of homework</li><li>• Portfolio</li><li>• Formal written assignments</li></ul>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> <li>· Adjust presentation according to audience and purpose.</li> <li>· Use effective verbal communication skills to create the desired impression or effect on the audience.</li> <li>· Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience.</li> </ul> <p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> <li>· Ask relevant, clarifying questions.</li> <li>· Enhance the discussion by introducing and responding with relevant, facilitating information, ideas and opinions.</li> <li>· Listen to and acknowledge the contributions of others.</li> <li>· Facilitate equitable participation by the total group.</li> <li>· Paraphrase and summarize as needed.</li> </ul> <p>E. Participate in discussions and presentations</p> <ul style="list-style-type: none"> <li>· Initiate conversation.</li> <li>· Present oral readings for a specific purpose.</li> <li>· Conduct interviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond constructively, creatively and empathetically to speakers</li> <li>• Listen to shared work to understand, analyze, evaluate and learn about their own work</li> <li>• Perform various roles in a discussion, including leader, participant, moderator and reporter</li> <li>• Evaluate personal effectiveness in group discussions and make adjustments as necessary</li> <li>• Analyze media and integrate into presentations of compositions</li> <li>• Analyze and discuss various media to lead to understandings of concepts, ideas and self</li> </ul>	<p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>• Qualification for remediation is as per school policy</li> <li>• Teacher assistance</li> <li>• Alternative evaluation</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>• Additional/alternative reading/writing</li> <li>• Technology integration</li> <li>• Guest speakers/community resources</li> </ul>

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<ul style="list-style-type: none"> <li>· Participate effectively in formal interview situations.</li> <li>· Engage in informal debate on a particular topic.</li> <li>· Critically evaluate group discussion.</li> </ul> <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> <li>· Use various forms of media to obtain information for a particular intent.</li> <li>· Validate the impact of media on public opinion.</li> <li>· Utilize a variety of media to design and develop effective presentations for a specific purpose.</li> </ul>		

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**GRADE/COURSE:** 11/12

**Standard And Strand** 1.7 Characteristics and Functions of the English Language

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>A. Analyze the influence of historical events on the English language.</p> <p>B. Evaluate language variations and their effect on societal groups.</p> <p>C. Demonstrate an understanding of the role and influence of new words upon the English language within and across countries.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Apply understanding of language variations to various writing assignments</li><li>• Use multiple resources to enhance vocabulary in written compositions</li><li>• Experiment with languages, vocabularies and dialects to positively affect literary elements of written compositions</li><li>• Use vocabulary that stimulates the imagination</li></ul>	<p><b>MAY INCLUDE:</b></p> <ul style="list-style-type: none"><li>• Reading log</li><li>• Response journal</li><li>• Note taking</li><li>• Self-evaluation</li><li>• Peer-evaluation</li><li>• Conferences (student/teacher and peer)</li><li>• Completion of homework</li><li>• Portfolio</li><li>• Formal written assignments</li></ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"><li>• Qualification for remediation is as per school policy</li><li>• Teacher assistance</li><li>• Alternative evaluation</li></ul>

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
		<b>ENRICHMENT:</b> <ul style="list-style-type: none"><li>• Additional/alternative reading/writing</li><li>• Technology integration</li><li>• Guest speakers/community resources</li></ul>

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**Standard And Strand** 1.8 Research

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>A. Select, refine, and narrow a topic for research.</p> <p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"><li>· Use a variety of reliable primary and secondary resources to research topic.</li><li>· Evaluate the importance and quality of the sources.</li><li>· Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, observations, and computer media).</li><li>· Use table of contents, indices, keywords, cross references, and appendices.</li><li>· Use traditional and electronic search</li></ul> <p>C. Organize, summarize, and present the main ideas from the research.</p> <ul style="list-style-type: none"><li>· Take notes relevant to the research topic.</li><li>· Develop a thesis statement based on</li></ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"><li>• Gain information from a variety of sources in order to produce varied forms of creative writing.</li><li>• Evaluate information based on needs of assignment</li><li>• Use collected material as a resource to develop imaginative and effective works.</li></ul>	<p><b>MAY INCLUDE:</b></p> <ul style="list-style-type: none"><li>• Reading log</li><li>• Response journal</li><li>• Note taking</li><li>• Self-evaluation</li><li>• Peer-evaluation</li><li>• Conferences (student/teacher and peer)</li><li>• Completion of homework</li><li>• Portfolio</li><li>• Formal written assignments</li></ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"><li>• Qualification for remediation is as per school policy</li><li>• Teacher assistance</li><li>• Alternative evaluation</li></ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"><li>• Additional/alternative reading/writing</li><li>• Technology integration</li></ul>

<p>the research.</p> <ul style="list-style-type: none"><li>· Anticipate the needs of your audience.</li><li>· Give precise, formal credit for others' ideas, images or information using a standard method of documentation.</li><li>· Use formatting techniques (e.g., headings, graphics) to aid reader understanding.</li></ul>		<ul style="list-style-type: none"><li>• Guest speakers/community resources</li></ul>
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