

COURSE OF STUDY GUIDE

LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

TITLE OF COURSE: Creative Writing

DEPARTMENT: English **DATE REVISED:** July 8, 2016

GRADE: 10-12

I. COURSE ORGANIZATION

Length: 1 school year Credits: 5

Periods Per Week: 4 Weighted:

Prerequisite:

II. COURSE DESCRIPTION

The Creative Writing elective is designed for students who have advanced skills in technical writing and desire to write creatively on a daily basis. Students will review elements which comprise four literary genres: short stories, novels, drama, and poetry. A focus will be on maintaining a writing portfolio of work which will reflect students' learning.

III. COURSE MISSION

The mission of the Creative Writing Curriculum is to encourage students to think and write creatively in a variety of genres. This will be accomplished through class discussion, cooperative learning activities as well as individual and group writing assignments in order to prepare students for college writing classes and careers.

VI. COURSE LEVEL ASSESSMENTS & BENCH MARKS

- Standard Forms
Example: Students will identify, define, and use unit appropriate literary devices
- Written
Example: Students will prepare several writing samples in various genres
- Visual

- Example: Students will film one of their screenplays to be viewed by the class
- Public Speaking
 - Example: Students will interview with other students and present findings in a descriptive oral presentation introducing interviewees to audience.
- Portfolio
 - Example: Students will submit a collection of poems, screenplays and short stories that reflect their writing ability.

VII. POSSIBLE ASSESSMENT TASKS

Unit 1-Poetry

- Vocabulary test
- Objective quizzes; journal entries
- Major writing assignments: peer interviews; analyzing songs; student written odes, sonnets and lyric poetry

Unit 2- Fiction

- Vocabulary test
- Objective quizzes; journal entries
- Major writing assignments: 2 fiction short stories (minimum 5 pages each)

Unit 3-Screenwriting

- Vocabulary test
- Objective quizzes; journal entries
- Major writing assignments: Transforming one of their short stories into a screenplay (minimum of 12 pages)

Unit 4-Mythology

- Vocabulary test
- Objective quizzes; journal entries
- Major writing assignments: god/goddess bio poem; student created Greek god/creature story (minimum 5 pages)

Unit 5- Fairytales

- Vocabulary test
- Objective quizzes; journal entries
- Major writing assignments: Student created fairytale/fractured fairytale (minimum 7 pages)

Final benchmark assessment: a 10 page story from one of the genres we have covered in class, or a teacher approved genre that includes dialogue and a minimum of 5 literary devices discussed during the course of the year.

VIII. CONTENT/SUGGESTED INSTRUCTIONAL TIME

Content Pacing Guide & Standards

Unit 1 Unit Title: Poetry		
Content vocabulary <ul style="list-style-type: none"> • Interview terms • Types of poetry • Poetic devices and terms Interview skills Poetry writing <ul style="list-style-type: none"> • Analyzing popular music • Lyric poetry • Odes • Sonnets 	Standards	Time Frame 2-3 weeks

Unit 2 Unit Title: European Literature: Fiction		
Content vocabulary <ul style="list-style-type: none"> • Literary devices and terms Fiction writing <ul style="list-style-type: none"> • Horror • Romance • Sci-fi • Comedy • Historical fiction 	Standards	Time Frame 10-12 weeks

Unit 3 Unit Title: Screenwriting		
Content vocabulary <ul style="list-style-type: none"> • Drama terms Screenwriting <ul style="list-style-type: none"> • Horror • Romance • Sci-fi 	Standards	Time Frame 6 weeks

<ul style="list-style-type: none"> • Comedy • Historical fiction 		
--	--	--

Unit 4 Unit Title: European Literature: Mythology		
Content vocabulary <ul style="list-style-type: none"> • Greek gods/goddesses/creatures Mythology <ul style="list-style-type: none"> • Design/create a mythological creature/god(ess) • Write a story about your creature/god(ess) and their abilities 	Standards	Time Frame 8-10 weeks

Unit 5 Unit Title: Fairytales		
Content vocabulary <ul style="list-style-type: none"> • Elements of fairytales Fairytales <ul style="list-style-type: none"> • Original fairytales • Creative retelling of a classic fairytales • Fractured fairytales 	Standards	Time Frame 8-10 weeks

IX. MODIFICATIONS: INCLUSION TECHNIQUES/ENRICHMENTS

Possible instructional techniques may include but may not be limited to the following:

Resource Center – A course of study will be modified to accommodate the specific needs of a special education student as outlined in his/her IEP.

Inclusion – Computer software, oral tests, visual organizers, study guides, and cooperative learning activities

Enrichments – Field trips, guest speakers, simulations, drama, and poetry

Students are provided with a basic vocabulary and curricular materials that are to be used for each unit’s writing assignment. After teacher led instruction for each assignment, students will be expected to work independently and within small groups to complete each assignment. Technology materials are used when appropriate.

X. INTERDISCIPLINARY CONNECTIONS/MULTICULTURAL MATERIALS

Videos: *Illustrations:* *Art:* *Music:*
Other Subjects

XI. MATERIALS/TECHNOLOGY

Unit 1 –Poetry: laptop/PowerPoint for teacher for vocabulary introduction and journals, projector, computer and internet access for students for writing

Unit 2 - Fiction: laptop/PowerPoint for teacher for vocabulary introduction and journals, projector, computer and internet access for students for writing

Unit 3 - Screenwriting: laptop/PowerPoint for teacher for vocabulary introduction and journals, projector, computer and internet access for students for writing

Unit 4 – Mythology: laptop/PowerPoint for teacher for vocabulary introduction and journals, projector, computer and internet access for students for writing

Unit 5 - Fairytales: laptop/PowerPoint for teacher for vocabulary introduction and journals, projector, computer and internet access for students for writing

Addendum

Benchmark #1

Directions- You will be writing your own ode or sonnet. Here are some guidelines to follow as you create your poem

Ode:

- Minimum of 3 stanzas with 5 lines each
- Decide whether or not it will rhyme
 - If it rhymes, pick a scheme and stick with it throughout the entire poem
- Choose an object, idea or concept that you have strong feelings about
 - Consider not only what you would say about it, but more importantly how you feel about it
 - If your ode is about a person consider giving it to that person (Christmas is coming!)

Sonnet:

- Must be 14 lines long and be written in iambic pentameter
 - 3 quatrain stanzas and a couplet
- Select subject matter
 - Most sonnets are about love (of a person or thing) but any topic will do
 - Make sure the quatrains and couplet relate to the subject matter
 - Think about the situation that will start the sonnet and the resolution or conclusion that will end it

Benchmark #2

Design Your Own Creature

After researching some of the creatures from Greek mythology, you are going to create your own creature and write a story where your creature is the main character. When writing the description of your creature you must include the following:

1. Describe at least five physical characteristics such as hair, head, body, hands, etc.
2. Give the creature character traits: helpful to humans, can't go out in daylight, eats mice, etc.
3. Illustrate the creature.
4. Finally, name the creature.

Once you have designed your creature you are to write a 5-7 page story about your creature. DO NOT go over five pages! You may use this paper for brainstorming.

Name _____

Physical Characteristics

Character Traits

