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| **Creative Writing** |
| Course Big Ideas |
| **PA Core Standards** | **Skills/Competencies** | **Content/Topics** |
| *1.2 Reading: Informational Text- Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.*CC.1.2.11–12.A - Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.CC.1.2.11–12.C - Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. *1.3 Reading Literature: Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.*CC.1.3.11–12.A - Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.CC.1.3.11–12.C - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.CC.1.3.11–12.D - Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.F - Evaluate how words and phrases shape meaning and tone in texts.CC.1.3.11–12.G - 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. CC.1.3.11–12.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.*1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.*CC.1.4.11–12.A - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B - Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.E - Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.CC.1.4.11–12.F - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.M - Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.CC.1.4.11–12.O - Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.CC.1.4.11–12.P - Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.CC.1.4.11–12.Q - Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.CC.1.4.11–12.R - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.CC.1.4.11–12.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.T - 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.CC.1.4.11–12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CC.1.4.11–12.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Main Idea AnalysisText AnalysisIdea/Event/Author AnalysisTheme Analysis/DevelopmentAnalysis of Impact of Literary ElementsPoint of View EvaluationVocabulary Analysis/UnderstandingShort Story, Poetry, Drama AnalysisShort Story, Poetry, Drama ComprehensionInformative/Explanatory Text CreationWriting with FocusWriting with Stylistic Aspects (Informational)Command of Conventions (Informational)Real/Imagined Experience Narrative DevelopmentReader Engagement through Writing TechniquesReader Engagement through Narrative TechniquesUnderstanding of Progression of Events Techniques to build upon outcomes/conclusionsWriting with Stylistic Aspects (Narrative)Command of Conventions (Narrative)Draw evidence from text to support analysis and reflection.Command of writing, revising/editing, reviewing skillsDemonstrate command of technology in writing processWork reflection and revision | Students determine and analyze main ideas, through personal narratives and memoirs, to understand the main idea development process.Students determine and analyze textual evidence through various genres (Personal Narratives, Memoirs, Critical Reviews) to understand how textual evidence supports assumptions and beliefs.Students will be required to understand the importance of development of complex ideas, organization and characters through various genres (Personal Narratives, Memoirs, Critical Reviews).Students determine and analyze themes through various genres (Poems, Short Stories, Drama) to understand the main idea development process. Students will understand the importance of author choices when it comes to short story and drama development through class readings.Students will understand importance of point of view in development of content and style through class readings of multiple genres (Personal Narratives, Memoirs, Poems, Short Stories, Drama)Students will understand through reading of different genres (Personal Narratives, Memoirs, Poems, Short Stories, Drama) how important word choices are to creating pieces of writing.Students will analyze interpretations of short story, poem, and drama genres to aide in peer reviews of writing and creative/reflection journals.Students will read different genres and reflect on comprehension through journals to understand the fictional process. (Short Story, Poetry, Drama)Students will create 1st person non-fictional narrative and movie/play critical reviews.Students will create 1st person non-fictional narrative and movie/play critical reviews.Students will create 1st person non-fictional narrative and movie/play critical reviews.Students will create 1st person non-fictional narrative and movie/play critical reviews.Students will be required to create a personal memoir, fictional story story in learned genre of choice, 4 poems, and a one act play.Students will be required to create a personal memoir, fictional story story in learned genre of choice, 4 poems, and a one act play. Students will be required to demonstrate mastery of narrative techniques while writing a personal memoir, fictional story story in learned genre of choice, 4 poems, and a one act play.Students will be required to demonstrate understanding of the importance of organization in writing through creation of a personal memoir, fictional story story in learned genre of choice, 4 poems, and a one act play.Students will be required to demonstrate understanding of the importance of stylistic aspects in writing through creation of a personal memoir, fictional story story in learned genre of choice, 4 poems, and a one act play.Students will be required to demonstrate understanding of the importance of conventions in writing through creation of a personal memoir, fictional story story in learned genre of choice, 4 poems, and a one act play.Students will be required to demonstrate understanding of the importance of analysis and reflection aspects in writing through creative and reflective journals.Students will be required to demonstrate command of the writing process through peer reviews, drafting, editing the 1st person narrative, memoir, short story, 4 poems, and one act play.Students will be required to demonstrate command of technology use through all assignments during the school year for research, publishing, and assignment creation.Students will be required to demonstrate command of the writing process through peer reviews, drafting, editing the 1st person narrative, memoir, short story, 4 poems, and one act play. They will also complete routine creative/reflective journals. |
| **Formal Assessments for Course:**Creative/Reflective JournalsRough Drafts/Peer ReviewPersonal Essay (2-3 Typed Pages)Memoir (4-5 Typed Pages)Short Story in Genre of Choice (6-8 Typed Pages)Haiku PoemFree Verse PoemLyrical PoemElegy PoemOne Act Play (8-10 Typed Pages)Play Critical Review (2-3 Pages Typed)Movie Critical Review (2-3 Pages Typed)Final Portfolio (All Pieces Included (with rough drafts), Except The Journal) *\* Students will have the opportunity to perfect all pieces after final grading each*  *quarter to better grades of each piece for Final Portfolio Completion.* |