

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Creative Writing and Drama

Course Number: 00056

Course Prerequisites: None

Course Description: This course is designed to enhance the creativity of young writers and performers. It includes the reading and writing of personal and fictional narratives, poetry, journalistic or argumentative pieces, and drama. Additionally, this course is an introduction to the elements of drama using skits and/or dramatic performances.

Suggested Grade Level: Grades 6-8

Length of Course: One Semester

Units of Credit: .5

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 70 Grades 4-8/7-8 ELA Concentration; CSPG 51 Middle Level English; CSPG 42 English; CSPG 104 Expansion of Secondary Certification to Sixth Grade

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☐ EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary ☒ GPAML-GPA for Middle Level ☐ NHS-National Honor Society

☐ UGPA-Non-Weighted Grade Point Average ☐ GPA-Weighted Grade Point Average

State Course Code: 05079/01104

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: N/A

Publisher: N/A

ISBN #: N/A

Copyright Date: N/A

WCSD Board Approval Date: N/A

Supplemental Materials: N/A

Curriculum Document

WCSD Board Approval:

Date Finalized: 2/2/2024

Date Approved: 6/10/2024

Implementation Year: 2024-2025

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

Marking Period 1 or 3

Creative Writing:

- Fictional Narrative
- Personal Memoir
- Poetry
- Journalism/Newspaper and/or Argumentative
- Revision of Portfolio

Marking Period 2 or 4

Drama:

- Ice Breakers—Improvisation/Pantomime
- Skits-Vocalization
- Skits-Movement/Timing
- Presentation Preparation
- Production: Small group (individual or large group as necessary)

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Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	CC.1.3.8.C	MP1/MP3
Determine an author's purpose in a text and explain how it is conveyed in a text.	CC.1.3.6.D	MP1/MP3
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	CC.1.3.7.D	MP1/MP3
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	CC.1.3.8.D	MP1/MP3
Analyze how the structure or form of a text contributes to its meaning.	CC.1.3.7.E	MP1/MP3
Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.	CC.1.3.8.F	MP1/MP3
Write narratives to develop real or imagined experiences or events.	CC.1.4.8.M	MP1/MP3
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	CC.1.4.8.N	MP1/MP3
Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	CC.1.4.8.O	MP1/MP3
Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.	CC.1.4.8.P	MP1/MP3
Write with an awareness of the stylistic aspects of writing. <ul style="list-style-type: none"> • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. 	CC.1.4.8.Q	MP1/MP3
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.8.R	MP1/MP3
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	CC.1.4.8.A	MP1/MP3
Identify and introduce the topic clearly, including a preview of what is to follow.	CC.1.4.8.B	MP1/MP3

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.	CC.1.4.8.C	MP1/MP3
Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	CC.1.4.8.D	MP1/MP3
Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style 	CC.1.4.8.E	MP1/MP3
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.8.F	MP1/MP3
Write arguments to support claims.	CC.1.4.8.G	MP1/MP3
Introduce and state an opinion on a topic.	CC.1.4.8.H	MP1/MP3
Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources, and demonstrating an understanding of the topic.	CC.1.4.8.I	MP1/MP3
Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.	CC.1.4.8.J	MP1/MP3
Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. 	CC.1.4.8.K	MP1/MP3
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.8.L	MP1/MP3
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CC.1.4.8.T	MP1/MP3

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	CC.1.4.7.U	MP1/MP3
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	CC.1.4.8.U	MP1/MP3
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.	CC.1.4.8.X	MP1/MP3
Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	CC.1.5.8.A	MP2/MP4
Adapt speech to a variety of contexts and tasks.	CC.1.5.8.E	MP2/MP4
Demonstrate command of the conventions of standard English when speaking.	CC.1.5.8.G	MP2/MP4
Know and use the elements and principles of theatre to create works. <ul style="list-style-type: none"> • Scenario • Script/text • Set design • Collaboration • Intention • Movement • Voice 	CC.9.1.8.A	MP2/MP4
Recognize, know, use, and demonstrate a variety of appropriate drama elements and principles to produce, review, and revise original works. <ul style="list-style-type: none"> • Stage productions • Read and write scripts • Improvise • Interpret a role • Design sets • Direct 	CC.9.1.8.B	MP2/MP4

ASSESSMENTS

PDE Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include but are not limited to:

- Teacher Observation/Questioning
- Graphic Organizers
- Oral Presentations
- Outlining
- Journaling
- Student Presentations/Projects

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include but are not limited to:

- Essays
- Constructed Responses
- Projects
- Quizzes/Tests
- Student Presentations
- Performances
- Portfolios