

Warren County School District
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Creative Writing

Course Number: 00032

Course Prerequisites: None

Course Description: This course is designed to motivate the creativity of young writers. It includes reading and writing of poetry, short stories, short plays, and a personal narrative. Students will demonstrate competent grammar skills.

Suggested Grade Level: 9-12

Length of Course: X One Semester Two Semesters Other (Describe)

Units of Credit: .5 (Insert **NONE** if appropriate.)

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s): CSPG 42

Certification verified by WCSD Human Resources Department:

 X Yes No

Board Approved Textbooks, Software, Materials:

Title: *The Creative Writer's Craft*

Publisher: National Textbook Company

ISBN #: 0844257168

Copyright Date: 1999

Date of WCSD Board Approval: 05/14/2001

BOARD APPROVAL:

Date Written: 10/09/2015; Revision (7/13/2017)

Date Approved: September 1, 2017

Implementation Year: 2017-2018

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

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

SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS

Assessment Anchor and Anchor Descriptor: 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.	
PA Core Standard: 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.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.1.3.11–12.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.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.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. Include at least one play by Shakespeare and one play by an American dramatist. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Eligible Content: Not state assessed.

<p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	
<p>Assessment Anchor and Anchor Descriptor: 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.</p>	
<p>PA Core Standard:</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> •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. </p> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> •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. </p> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC. 1.4.11–12.P</p>	<p>Eligible Content:</p> <p>Not state assessed.</p>

<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.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> •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. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Assessment Anchor and Anchor Descriptor: 1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
<p>PA Core Standard:</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G</p>	<p>Eligible Content:</p> <p>Not state assessed.</p>

Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content	
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See Curriculum Map - <Creative Writing>

ASSESSMENTS

Suggested Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Bell ringers/Problems of the Day(PODs)
- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Notetaking
- Oral presentations
- Outlining
- Journaling
- Student presentations/projects
- Open-ended response
- Sample Writing

Suggested Summative Assessments:

- Writing
 - Poems
 - Short Stories
 - Plays
- Open-Ended Responses
- Projects
- Quizzes/tests
- Student presentations
- Portfolios

District Approved Assessment Instruments

- Any district approved assessment instrument

Portfolio Assessment: _____ Yes X No

District-wide Final Examination Required: _____ Yes X No

Course Challenge Assessment (Describe): None

WRITING TEAM: Jennifer Franklin with input from teachers across the district

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? X Yes _____ No
2. Does this course issue a mark/grade for the report card?

X Yes No

3. Does this course issue a Pass/Fail mark? Yes X No
4. Is the course mark/grade part of the GPA calculation? X Yes No
5. Is the course eligible for Honor Roll calculation? X Yes No
6. What is the academic weight of the course?
- No weight/Non credit X Standard weight
- Enhanced weight (Describe) AP