

Course Title – Creative Writing	
Implement start year – 2017-2018	
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Unit # 1, topic – Storytelling	
Transfer Goal – Students will be able to use creative writing to write short fiction, memoirs and/or screenplay/plays.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p>CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.W.11-12.3.A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>CCSS.ELA-LITERACY.W.11-12.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.11-12.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.11-12.4</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Health Literacy</p> <p><input checked="" type="checkbox"/> Environmental Literacy</p> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i></p> <p><input checked="" type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input checked="" type="checkbox"/> Information Literacy</p> <p><input type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p>

<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.W.11-12.5 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. CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. CCSS.ELA-LITERACY.RL.11-12.7 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.) CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. CCSS.ELA-LITERACY.L.9-10.5.B Analyze nuances in the meaning of words with similar denotations.</p>	<p><i>Life and Career Skills:</i> <input type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility</p>

Enduring Understandings:

Students will understand that . . .

EU 1

resolving conflicts within storytelling is applicable to real-life conflict resolution.

EU 2

a writer's point of view affects storytelling.

EU 3

characterization serves several purposes and can be achieved in a variety of ways.

Essential Questions:

EU 1

- What does conflict reveal about the author's purpose?
- What factors effectively contribute to the development of a meaningful conflict?
- How does a writer get readers invested in the conflict he or she has created?
- In order for a story to be effective, does every conflict have to be resolved?
- Which types of conflicts can a writer use regardless of setting?

EU 2

- What implications do writers' choices regarding point of view have on a story?
- How do limited and omniscient points of view affect reader perceptions?

EU 3

- How do secondary characters add dimension to a story?
- How can a writer reveal significant attributes about a character through dialogue?
- How might everyday observations help a writer develop characters?
- What do a character's actions tell us about his or her motivations?

<p><i>EU 4</i></p> <p>style is the result of incorporating literary influences with original perspectives.</p>	<p><i>EU 4</i></p> <ul style="list-style-type: none"> • What are the limitations of a writer's particular style? • Who and what influences a writer's style? • What's more important: story or style?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the various types of conflict. • the factors that contribute to creating conflict • the various factors, such as timing, circumstances, and consequences, that can heighten the impact of a conflict. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the various points of view that are associated with narration. • the grammatically appropriate diction associated with each point of view • the advantages and limitations of each point of view • the most effective point of view to be used given the circumstances of one's story <p><i>EU 3</i></p> <ul style="list-style-type: none"> • the importance of characterization and its relation to the story as a whole • the types and functions of different characters in a story • how to create effective characters • the various ways a writer can develop characterization <p><i>EU 4</i></p> <ul style="list-style-type: none"> • elements that contribute to style 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • identify the type of conflict that best serves the direction(s) of their story. • explain the differences between a simple problem and a conflict that can serve as a foundation for a story. • transform simple life problems into sustainable conflicts. • compose a story that utilizes all aspects of an engaging conflict. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • write in each narrative point of view in their stories • demonstrate fluency with the language that correlates to each point of view. • reflect and justify their use of a particular point of view • compose a story from different points of view • explain how the chosen point of view helps achieve the desired effect. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • analyze and explain the impact of particular characters in stories • identify the functionality and impact of various characters in stories • write a character sketch • compose a story utilizing characterization techniques <p><i>EU 4</i></p> <ul style="list-style-type: none"> • comment meaningfully on the elements of their own styles

<ul style="list-style-type: none"> • styles that are indicative of certain literary movements as well as individual writers. 	<ul style="list-style-type: none"> • recognize the stylistic traits associated with particular literary movements and writers • employ a variety of stylistic techniques in their writing
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Stage 2 – Assessment Evidence

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<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> • Tests/Quizzes on terminology • Teacher Conferences • Presentation of stories

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Writing Workshops A, M, T
- Peer Edit/Peer review circles A, M, T
- Write heightened conflict scenarios based on timing and consequences surrounding a situation M, T
- Point of view exercises A, M
- People watching exercises A, M,
- Student-developed stories/scenes A, M, T
- Write a SPEC script for an existing show A, M, T
- Rewrite a children's story M, T
- Daily journal writing (reflect on own work and others' work) A, M
- Weekly writing prompts A, M
- How to write/imitate different styles/forms A, M, T
- Exercises in using different writing techniques (i.e. iceberg theory.) A, M
- Analyze/imitate/compare/contrast writers with different styles/structure A, M, T
- Compare writers/works to identify how style/form has changed A, M