

CREATIVE WRITING - GRADES 10 - 12

INTRODUCTION

A course in creative writing is a study in how to bring the creativity of the mind in spirit to paper by using words to create the emotion of the moment. Creative writing is a course in how to take the tools of writing and use them most effectively based on an individual's preference for style. By exploring the various literary forms: short story, poem, script, children's story and essay; the student is able to find the form that is most comfortable for what he or she wants to achieve. In addition, the student also is able to recognize that a variety of stylistic forms allow individual creativity to be explored in a variety of ways and on a variety of levels.

Since creative writing is such a personal journey into individual preferences for what makes life important, concern with the social condition, current events and psychology will come into play. The student writer seeks to put into words thoughts and feelings about the many emotions, events and relationships that comprise the teenage life.

As creative writing gives reality to written expression, it becomes an effective means of teaching that composition is the root of a number of ways to explore creative expression.

As it is sociological in nature, journalism implies an actual communication of ideas.

This curriculum adheres to the New Jersey Core Curriculum Content Standards for Language Arts Literacy, and the Cross Content Workplace Readiness Standards.

Students are responsible for analyzing their ideas, deciding their context in relation to the world they know and expressing them using one of the creative writing forms.

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STANDARD 3.1 ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Concepts about Print/Text

No additional indicators at this grade level

B. Phonological Awareness

No additional indicators at this grade level

C. Decoding and Word Recognition

No additional indicators at this grade level

D. Fluency

1. Read developmentally appropriate materials (at an independent level) with accuracy and speed.
2. Use appropriate rhythm, flow, meter, and pronunciation when reading.
3. Read a variety of genres and types of text with fluency and comprehension.

E. Reading Strategies (before, during, and after reading)

1. Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.
2. Practice visualizing techniques before, during, and after reading to aid in comprehension.
3. Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.

F. Vocabulary and Concept Development

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1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.

G. Comprehension Skills and Response to Text

1. Identify, describe, evaluate, and synthesize the central ideas in informational texts.
2. Understand the study of literature and theories of literary criticism.
3. Understand that our literary heritage is marked by distinct literary movement and is part of a global literary tradition.
4. Compare and evaluate the relationship between past literary traditions and contemporary writing.
5. Analyze how works of a given period reflect historical and social events and conditions.
6. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.
7. Interpret how literary devices affect reading emotions and understanding.
8. Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox).
9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.
10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
11. Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
12. Demonstrate familiarity with everyday texts such as job and college applications, W2 forms, contracts, etc.
13. Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, instructional manuals).

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H. Inquiry and Research

1. Select appropriate electronic media for research and evaluate the quality of the information received.
2. Develop materials for a portfolio that reflect a specific career choice.
3. Develop increased ability to critically select works to support a research topic.
4. Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.
5. Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.
6. Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.

STANDARD 3.2 ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)

1. Engage in the full writing process by writing daily and for sustained amounts of time.
2. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.
3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.

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4. Review and edit work for spelling, usage, clarity, and fluency.
 5. Use the computer and word-processing software to compose, revise, edit, and publish a piece.
 6. Use a scoring rubric to evaluate and improve own writing and the writing of others.
 7. Reflect on own writing and establish goals for growth and improvement.
- B. Writing as a Product (resulting in a formal product or publication)
1. Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.
 2. Critique published works for authenticity and credibility.
 3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.
 4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).
 5. Write a range of essays and expository pieces across the curriculum such as persuasive, analytic, critique, or position paper, etc.
 6. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.
 7. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources from books, periodicals, interviews, discourse, electronic sources, etc.
 8. Foresee reader' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.
 9. Provide compelling openings and strong closure to written pieces.
 10. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).

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11. Use the responses of others to review content, organization, and usage for publication.
12. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.

C. Mechanics, Spelling, and Handwriting

1. Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling).
2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.
3. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.
4. Use transition words to reinforce a logical progression of ideas.
5. Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.
6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.
7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
8. Write legibly in manuscript or cursive to meet district standards.

D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)

1. Employ the most effective writing formats and strategies for the purpose and audience.
2. Demonstrate command of a variety of writing genres, such as:
 - Persuasive essay
 - Personal narrative
 - Research report
 - Literary research paper
 - Descriptive essay
 - Critique
 - Response to literature
 - Parody of a particular narrative style (fable, myth, short story etc.)
 - Poetry

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3. Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce and interpretations of overall effectiveness.
4. Apply all copyright laws to information used in written work.
5. When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles.
6. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters and college applications.
7. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.
8. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.

STANDARD 3.3 ALL STUDENTS WILL SPEAK IN A CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

- A. Discussion
 1. Support a position integrating multiple perspectives.
 2. Support, modify, or refute a position in small or large-group discussions.
 3. Assume leadership roles in student-directed discussions, projects, and forums.
 4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.
 5. Question critically the position or viewpoint of an author.
 6. Respond to audience questions by providing clarification, illustration, definition, and elaboration.

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7. Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives).
- C. Word Choice
1. Modulate tone and clarify thoughts through word choice.
 2. Improve word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration).
- D. Oral Presentation
1. Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, and personal expression).
 2. Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, and transition words).
 3. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, and articulation) when speaking.
 4. Edit drafts of speeches independently and in peer discussions.
 5. Modify oral communication through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).
 6. Use a rubric to self-assess and improve oral presentations.

STANDARD 3.4 ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

- A. Active Listening
1. Explore and reflect on ideas while hearing and focusing attentively.
 2. Listen skillfully to distinguish emotive and persuasive rhetoric.

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3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.
- B. Listening Comprehension
1. Listen to summarize, make judgments, and evaluate.
 2. Evaluate the credibility of a speaker.
 3. Determine when propaganda and argument are used in oral forms.
 4. Listen and respond appropriately to a debate.

STANDARD 3.5 ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

- A. Constructing Meaning from Media
1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
 2. Identify and evaluate how a media product expresses the values of the culture that produced it.
 3. Identify and select media forms appropriate for the viewer's purpose.
- B. Visual and Verbal Messages
1. Analyze media for stereotyping (e.g., gender, ethnicity).
 2. Compare and contrast three or more media sources.
- C. Living with Media
1. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family and social institutions, cf. health and physical education standards and visual and performing arts standards).

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2. Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).
3. Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.

CROSS-CONTENT WORKPLACE READINESS

1. All students will develop career planning and workplace readiness skills.
 - Understand that written communication can affect the behavior of others.
2. All students will use information, technology, and other tools.
 - Take notes on visual information from films, presentations, observations, and other visual media and report that information through speaking, writing, or their own visual representation.
3. All students will use critical thinking, decision-making, and problem solving skills.
 - Analyze text for the purpose, ideas, and style of the author.
4. All students will demonstrate self-management skills.
 - Adjust oral communications for different purposes and audiences.

Rutherford High School Course Content

1. To achieve writing competence.
2. To experiment with different writing forms, styles and techniques.
3. To help the student acquire a critical attitude toward the events of life and an ability to evaluate their worth.

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4. To assist the student in acquiring poise, tact and self confidence in writing.
5. To assist the student in acquiring skills for collecting, condensing and organizing materials from all sources of information.
6. To write unique, unusual, creative, independent pieces.
7. To aid the student's attainment of a deeper insight into people.

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COURSE OUTLINE

A. THE SHORT STORY

1. View
 - a. Omniscient author
 - b. 1st person main character
 - c. 3rd person main character
 - d. 1st person minor character
2. Flashback/Transition
 - a. Parallel flashback
 - b. Contrast flashback
 - c. Chronological transition
 - d. Echo effect
 - e. Long range echo effect
3. Character
 - a. Physical features
 - b. Mannerisms
 - c. Outstanding traits
4. Point of view
5. Mood
6. Setting

B. POETRY

1. Single rhyme
2. Double rhyme
3. Triple rhyme
4. Assonance
5. Consonance
6. Rhyme scheme
7. Rhythm
 - a. Iambic feet
 - b. Anapestic feet
 - c. Trochee feet
 - d. Dactyl feet
 - e. Spondee feet
 - f. Pyrrhic feet
8. Metrical lines
 - a. Mono meter
 - b. Dimeter
 - c. Trimeter
 - d. Quatrameter
 - e. Pentameter

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9. Literary devices
 - a. Alliteration
 - b. Antithesis
 - c. Apostrophe
 - d. Hyperbole
 - e. Liotes
 - f. Metaphor
 - g. Metonymy
 - h. Onomatopoeia
 - i. Oxymoron
 - j. Personification
 - k. Simile
 - l. Synecdoche
10. Ballad
11. Sonnet

C. SCRIPT

1. Dialogue
2. Character
3. Conflicts
 - a. Human vrs. God
 - b. human vrs. nature
 - c. Human vrs. society
 - d. Human vrs. self
 - e. Human vrs. human

D. CHILDREN'S STORY

1. Character
2. Setting
3. Language
4. Dialogue

E. ESSAY

1. Beginning
 - a. News ad opener
 - b. Rhetorical question
 - c. Suspense
 - d. Joke
 - e. Quote
 - f. Anecdote

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2. Middle
 - a. Chronology
 - b. Process (step by step)
 - c. Map
 - d. Categories
3. Ending
 - a. Close circle
 - b. Suggest solution
 - c. Draw conclusion

METHODS OF ASSESSMENT

- A. Student progress and achievements are assessed through a variety of evaluative techniques that include, but are not limited to, the following items:
 1. Teacher critique
 2. Peer constructive criticism
 3. Written and oral self-evaluation
 4. Rubric based discussion
- B. Teacher/Curriculum Assessment will be conducted according to the following statement:

The subject teacher(s) and the Language Arts Literacy supervisor will be in contact throughout the academic year concerning curriculum assessment. The teachers are encouraged to make suggestions for change and improvement at any time. The supervisor will also request an annual meeting or written review from the subject teacher(s) about the curriculum, soliciting suggestions for modifications, especially with regard to meeting the course objectives which include the Core Curriculum Content Standards.

GROUPING

Creative writing is heterogeneously grouped classes; therefore, no level placement criteria applies to these courses.

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ARTICULATION/SCOPE & SEQUENCE/TIME FRAME

Creative writing is a half year elective and open to 10th through 12th grade students.

RESOURCES

A. Speakers

Faculty are encouraged to use local individuals, parents, and organizations to obtain speakers who can enhance the curriculum with the approval of the administration.

B. The Language Arts Literacy department office, the school and local libraries, the television studio and computer rooms have references available for teachers to consult. The New Jersey Curriculum Framework is a good reference as well, and contains additional sources. Nearby colleges, local businesses and other organizations can also be excellent references.

C. Technology

Creative writing students are expected to use technological equipment in order to produce, edit and revise individual work. Additionally, students can use technology to view other productions, to listen to audio segments, to access interdisciplinary studies, and more.

D. Supplies/Material

Creative writing students must have abundant access to the internet, poetry, song lyrics, short stories, children's stories, and essays.

E. Texts/Bibliography

The lists of texts for Creative Writing includes but is not limited to:

Writing Creatively by Joan D. Berbrich, Ph.D. -1977 Amsco School Publications
The Creative Writing Handbook- Ambergand Larsen -1992 Scott Foresman and Co.

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F. Supplemental Readings and Viewings

Supplemental readings for Creative Writing may consist of newly published works on Creative Writing and various programs that are seen on television or heard on radio. Teacher(s) and students should use their discretion in selecting works. Titles can be ordered upon request when the course is assessed annually by teacher(s) and supervisor of Language Arts Literacy.

METHODOLOGIES

A wide variety of methodologies will be used in Creative Writing not only to the nature of the course but also to the heterogeneously grouped class population. The following are suggestions, not limits, as to how a teacher can instruct and facilitate learning:

1. Cooperative learning
2. Differentiated instruction
3. Workshop approach
4. Individualized assignments
5. Whole class instruction
6. Peer-to-peer instruction
7. Technology-aided instruction

SUGGESTED ACTIVITIES

1. Write a character description and have others act it out.
2. Complete short stories and critique with class.
3. Read song lyrics to hear rhythm and copy into a new individual style.
4. Demonstrate a working knowledge of a script.
5. Create scenes and have class act out to critique dialogue.
6. View news broadcasts, newsmagazine shows and investigative reports to help with essay writing

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INTERDISCIPLINARY CONNECTIONS

Creative Writing has a number of possibilities for interdisciplinary connections. Visual and practical arts can be involved with background film; music can be orchestrated and performed for stories and poems; psychology can be discussed in developing characters. This coordination is expected to increase as the curriculum in related areas is revised.

PROFESSIONAL DEVELOPMENT

The teacher(s) will continue to improve her/his expertise through participation in a variety of professional development opportunities as provided by the Board of Education and other organizations. Updating one's knowledge of current writing practices as well as teaching strategies for Creative Writing will be a primary goal of professional development for the teacher(s).