

**RUTHERFORD PUBLIC SCHOOLS**  
**ENGLISH LANGUAGE ARTS**  
**GRADES 7 AND 8**  
**CREATIVE EXPRESSION WORKSHOP**  
**CURRICULUM**  
**2016**

**Approved by the Rutherford Board of Education**  
**March 21, 2016**

**Revision to Remove CCSS and Replace with NJSL - Approved by the RBOE: November 14, 2016**

## INTRODUCTION

This elective allows budding writers the chance to creatively express themselves via multiple means of written genres. The class is taught in a workshop style. As students examine the various works presented, they will be involved in creating their own pieces as they read, experiment, collaborate and share with their peers to create their own works. This is a “hands-on” creative elective with students keeping a personal portfolio of their work. Students will also be exposed to various ways of experiencing the written word (i.e. choral readings, echo readings, alternate line readings, spoken word, beat poetry, etc.).

## NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

## COURSE OUTLINE

- Poetry
  - Single rhyme
  - Double rhyme
  - Triple rhyme
  - Assonance
  - Consonance
  - Rhyme scheme
  - Rhythm
    - Iambic feet
    - Anapestic feet
    - Trochaic feet
    - Dactylic feet
    - Spondaic feet
    - Pyrrhic feet
  - Metrical lines
    - Pentameter
  - Literary devices
    - Alliteration
    - Antithesis
    - Apostrophe
    - Hyperbole
    - Litotes
    - Metaphor
    - Metonymy
    - Onomatopoeia

- Oxymoron
  - Personification
  - Simile
  - Synecdoche
  - Ballad
  - Sonnet
  - Patchwork poem
- The Short Story
  - View
    - Omniscient author
    - 1st person main character
    - 3rd person main character
    - 1st person minor character
  - Flashback/Transition
    - Parallel flashback
    - Contrast flashback
  - Character
    - Physical features
    - Mannerisms
    - Outstanding traits
  - Point of view
  - Mood
  - Setting
- Script Writing
  - Dialogue
  - Character
  - Conflicts
    - Human vs. God
    - Human vs. nature
    - Human vs. society
    - Human vs. self
    - Human vs. human
- Writing the Children's' Story
  - Character
  - Setting
  - Language
  - Dialogue
- Whole-class Literary Work
  - Group ideas
  - Chapter writing
  - Final copy

## **METHODS OF ASSESSMENT**

### Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
  - Teacher critique
  - Peer critique
  - Self-critique
  - Rubric-based discussion
  - Portfolios
  - Close-reading/Analysis of professional work
- Teacher/Curriculum Assessment will be conducted according to the following statement:
  - The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. The teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the course objectives and their alignment to state standards.

## **GROUPING**

This class is heterogeneously grouped for 7<sup>th</sup> and 8<sup>th</sup> grade students.

## **ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME**

This is a semester-long course.

## **RESOURCES**

- References
  - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.
- Technology
  - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)
  - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Supplies/Materials
  - Creative writing students must have abundant access to the Internet, poetry, song lyrics, short stories, children's stories, and essays.

## METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21<sup>st</sup> Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

- 9.2.8.B.1 – Research careers and determine attributes of career success.
- 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an education plan.
- 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.
- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

## SUGGESTED ACTIVITIES

- Analyze and interpret samples of good creative writing, identifying and explaining an author’s use of literary devices
- Apply effective strategies and techniques in their own writing
- Create and sustain a personal portfolio based on readings, research and/or personal experience
- Write for a variety of purposes
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Students will read for a variety of purposes.
- Participate in workshop style critiques.

## **INTERDISCIPLINARY CURRICULUM COORDINATION**

Creative Writing Workshop has a number of possibilities for interdisciplinary connections. Visual and practical arts can be involved with background film; artistic pieces can inspire and accompany written work; 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 curricula in related areas are revised.

## **DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

### Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

### Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

### English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share

- cooperative learning groups
- teacher think-alouds

### **PROFESSIONAL DEVELOPMENT**

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

September/February	October/March	November/April	December/May	January/June
Poetry Unit	Poetry Unit	Children's Story Unit	Script Writing Unit	Short Story Unit
Autobiographical Poem	Sensory Poem	Review professional work	Review professional work	Review professional work
Lyrical Poem	Haiku Poem	Discuss audience ideologies	Discuss audience ideologies	Study: character, setting, conflict, theme, dialogue
Sonnet Poem	Tanka Poem	Write and illustrate children's story	Write and perform script to check for realistic dialogue	Write short story
Formula Poem	Sound Device Poem	Read stories to elementary Students	<i>Students will continually update their personal portfolio with critiques of others' work and of their own work.</i>	<i>Students will continually update their personal portfolio with critiques of others' work and of their own work.</i>
<i>Students will continually update their personal portfolio with critiques of others' work and of their own work.</i>	Patchwork Poem	<i>Students will continually update their personal portfolio with critiques of others' work and of their own work.</i>	<i>Students will complete a daily journal prompt and weekly free writing activities.</i>	<i>Students will complete a daily journal prompt and weekly free writing activities.</i>
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