

**RUTHERFORD PUBLIC SCHOOLS**

**ENGLISH LANGUAGE ARTS**

**CREATIVE WRITING  
CURRICULUM**

**2015**

**Revised by the RBOE June 15, 2015**

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

## INTRODUCTION

Creative writing is the study of how to bring the creativity of the mind and spirit to paper by using words to capture the emotion of the moment. This course explains how to use the tools of writing 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 is able to recognize that different 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 social conditions, 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 teenage life. As creative writing gives written expression to a student's ideas, it becomes an effective means of teaching that composition is the route to a number of ways to explore creative expression. 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.

## 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

- 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
  - 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. Trochaic feet
  - d. Dactylic feet
  - e. Spondaic feet
  - f. Pyrrhic feet
8. Metrical lines
  - a. Pentameter
9. Literary devices
  - a. Alliteration
  - b. Antithesis
  - c. Apostrophe
  - d. Hyperbole
  - e. Lotes
  - f. Metaphor
  - g. Metonymy
  - h. Onomatopoeia
  - i. Oxymoron
  - j. Personification
  - k. Simile
  - l. Synecdoche
10. Ballad
11. Sonnet
12. Patchwork poet

**C. SCRIPT**

1. Dialogue
2. Character
3. Conflicts
  - a. Human vs. God
  - b. Human vs. nature

- c. Human vs. society
- d. Human vs. self
- e. Human vs. human

D. CHILDREN'S STORY

- 1. Character
- 2. Setting
- 3. Language
- 4. Dialogue
- 5. Student-created stories using *Illustory* kits and online writing sources

E. ESSAY – “This I Believe” Unit

- 1. Beginning
  - a. News ad opener
  - b. Rhetorical question
  - c. Suspense
  - d. Joke
  - e. Quote
  - f. Anecdote
- 2. Middle
  - a. Chronology
  - b. Process (step by step)
  - c. Map
  - d. Categories
- 3. Ending
  - a. Close circle
  - b. Suggest solution
  - c. Draw conclusion

F. CLASS NOVELLA

- 1. Group ideas
- 2. Chapter writing
- 3. Final copy

## PROFICIENCY LEVELS

Creative Writing is designed for students in grades 10-12. No prerequisite is required.

## 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
5. Portfolios

- B. 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 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, and their alignment to state standards.

### **GROUPING**

Creative writing is heterogeneously grouped; no level placement criteria apply to this course.

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

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

### **RESOURCES**

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

The English Language Arts 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.

- B. 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. Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.12.A.1) (8.1.12.A.2) (8.1.12.A.3) (8.1.12.A.4) (8.1.12.C.1) (8.1.12.D.2) (8.1.12.F.2)

- C. **Supplies/Material**  
Creative writing students must have abundant access to the Internet, poetry, song lyrics, short stories, children's stories, and essays.
- D. **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 teacher(s) and the supervisor of English Language Arts assess the course annually.

## **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 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and

employability.

### **SUGGESTED ACTIVITIES**

- Write a character description and have others act it out.
- Complete short stories and critique with class.
- Read song lyrics to hear rhythm and copy into a new individual style.
- Demonstrate a working knowledge of a script.
- Create scenes and have class act out to critique dialogue.

### **INTERDISCIPLINARY CONNECTIONS**

Creative Writing 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**

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).

Creative Writing

<b>September/February</b>	<b>October/March</b>	<b>November/April</b>	<b>December/May</b>	<b>January/June</b>
<p>Poetry unit – autobiographical, lyric, sonnet, formula poems</p> <p>*weekly journals and freewrites and book writing activities</p>	<p>Complete poetry unit – sensory, haiku, Tanka, sound devices</p> <p>Portfolio #1</p> <p>*weekly journals and freewrites and book writing activities</p>	<p>Patchwork Poem</p> <p>Children’s Story</p> <p>*weekly journals and freewrites and book writing activities</p>	<p>Personal Essay</p> <p>*weekly journals and freewrites and book writing activities</p>	<p>Short story writing – character, setting, conflict, theme, dialogue</p> <p>Portfolio #2</p> <p>*weekly journals and freewrites and book writing activities</p>