

Creative Writing

Grades: 11 and 12

Curriculum Committee Members

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

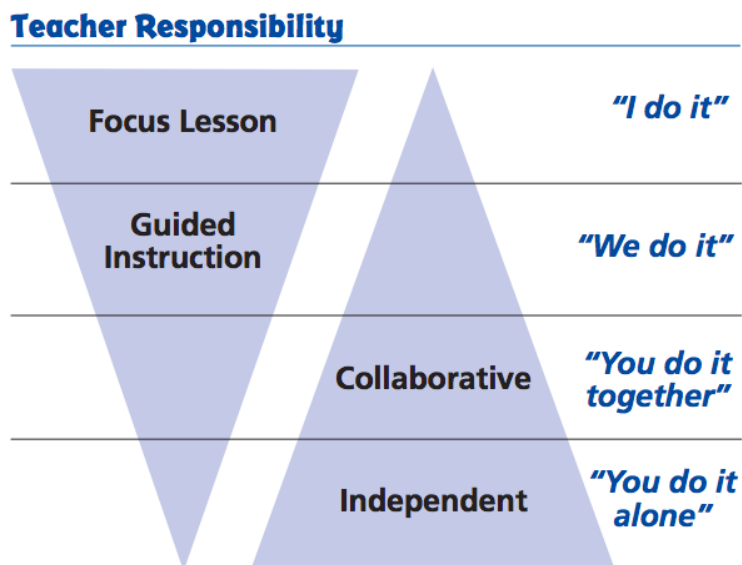
Curriculum Overview

Current American College Test (ACT) scores indicate a need for strengthening our current 11th and 12th grade curriculum. The average ACT scores has trended downward in the last three years with the average score being 18.4 in 2014, 17.9 in 2015, and 17.8 in 2016. End of Course (EOC) exam scores in 10th grade, however, have increased overall in the last three years. In 2014, 66.5% students scored in the areas of proficient and advanced; in 2015, 65.1% of students scored proficient and advanced; and in 2016, 75.1% of students scored proficient and advanced. While scores have improved on the state test, Hazelwood students are still scoring lower than the state average each year. Internal Scholastic Reading Inventory (SRI) scores are further confirmation that Hazelwood students are struggling with reading. Over half of 11th graders at the end of the 2015-2016 year scored below high school reading levels.

The curriculum committee members researched best practices before beginning to revise the curriculum; therefore, the curriculum supports a reading/writing approach that emphasizes reading strategies, the writing process, and writing that is defined by the standards-based scoring guides.

The instructional model of Gradual Release is embedded throughout in the activity guides. When using the Gradual Release model, the teacher “purposefully yet gradually release responsibility for learning from teacher to student” (Fisher & Frey, 2008, p. 33). The Gradual Release model is an effective tool in teaching comprehension strategies, necessary instruction for students struggling with reading comprehension (Fisher & Frey, 2007).

Below is a visual of the stages of the Gradual Release Model.



Fisher & Frey, 2007

The Gradual Release Model begins with the teacher modeling a specific skill (“I do”). In the next step, the teacher and the students practice the skill together as a group with the teacher providing continued support. When the teacher assesses that the students are grasping the skill, he or she moves onto the “You do it together” stage in which students practice applying the skill in small groups or pairs. In this third stage, the teacher continues to provide support as needed. Finally, if the teacher confidently

assesses that students have mastered the skill and can perform it independently, he or she can move students into the “You do it alone” stage during which student apply the skill on their own.

The committee members aligned the curriculum with the 2016 Missouri Learning Standards published by the Department of Elementary and Secondary Education (DESE). The curriculum meets all of the state and district requirements for research, technology, workplace readiness skills, gender/racial equity, and disability awareness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the performance assessment. Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own.

Some of the objectives in the curriculum are sequential because they build on necessary skills. Other objectives will need to be sequenced in a way that fits a thematic or interdisciplinary approach. All English Language Arts teachers should select objectives and resources to best match the instructional activities and fit the needs of their students.

COURSE TITLE: CREATIVE WRITING

GRADE LEVEL: 11 and 12

Course Description:

Creative Writing requires writing in such literary forms as poetry, short stories, and one act plays. This course will challenge students to develop creative thinking skills.

Course Rationale:

The Creative Writing curriculum promotes the academic, social and cognitive development of students who are expected to become successful and productive members of society. The Creative Writing curriculum contains the listening, discourse, reading, and writing skills needed for students to demonstrate maximum growth in every other subject area and in their future careers. As part of the Creative Writing curriculum, students will acquire the necessary skills to think creatively and present those thoughts in a literary format.

The Creative Writing curriculum will prepare students to articulate their thoughts and prepare them to express their own ideas artfully and effectively. The Creative Writing curriculum is designed to elevate students beyond baseline skills and provide them with rigorous and relevant opportunities to arm them with the communication skills and literacy interpretation skills required to not only skillfully navigate but lead the global community of the ever evolving 21st Century.

COURSE SCOPE AND SEQUENCE

Unit 1: Introduction to Creative Writing 20 class periods of 90 minutes in length	Unit 2: The Short Story 20 class periods of 90 minutes in length
Unit 3: Poetry Portfolio 20 class periods of 90 minutes in length	Unit 4: Fairy Tales and Children’s Books 20 class periods of 90 minutes in length

Unit Objectives

Unit 1:

1. Students will review, revise, and edit writing with consideration for the task, purpose, and audience.
 - b. Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
2. Students will follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience.
3. Students will analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
4. Students will evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.

Unit 2:

1. Students will evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
2. Students will follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience.
3. Students will review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
4. Students will work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Unit 3:

1. Students will evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
2. Students will evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.
3. Students will evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
4. Students will review, revise, and edit writing with consideration for the task, purpose, and audience.

Unit 4:

1. Students will evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
2. Students will evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
3. Students will follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned writing techniques.
4. Students will review, revise, and edit writing with consideration for the task, purpose, and audience.

Essential Terminology/Vocabulary

Essential Vocabulary in this course represents words from three tiers of vocabulary recommended in research.

<i>Hazelwood Vocabulary Acquisition Plan</i>	
Tier 3	Academic Vocabulary from English Language Arts skills and standards
Tier 2	Academic Vocabulary found across and within texts
Tier 1	Mastered-Reviewed as an Intervention

Academic vocabulary is taught through learning targets and skills to represent Tier 3 words. Tier 2 words are determined based upon the commonly used academic words within each text read with students. The key Tier 3 academic vocabulary words for each are listed below.

Unit 1

Point of view, precise wording, writing process, narrative writing, revise, edit, syntax, syntactical choices, task, purpose, audience, conventions of standard English, organization, style, voice, descriptive language, imagery, sensory details, and tone.

Unit 2

Characterization, plot, precise wording, writing process, narrative writing, revise, edit, syntax, syntactical choices, task, purpose, audience, conventions of standard English, organization, style, voice, descriptive language, imagery, sensory details, and tone.

Unit 3

Precise wording, text structure syntax, syntactical choices, task, purpose, audience, organization, style, voice, descriptive language, imagery, assonance, poetic devices, poetic forms, stanza, verse, alliteration, meter, rhyme scheme, internal rhyme, end rhyme, rhythm, repetition, sensory details, imagery, mood, and tone.

Unit 4

Characterization, conflict, plot, archetypes, theme, symbols, motifs, author's purpose, compare/contrast, literary patterns, illustrations, writing process, revise, edit, task, purpose, audience, conventions of standard English, organization, style, elements of literature, text structure, descriptive language, imagery, dialogue, and figurative language.

Proposed Course Materials and Resources:

Reading Instructional Resources:

Burroway (2015), *Imaginative Writing: The Elements of the Craft*, 4th Edition, Pearson.

Additional Resources:

- Online Dictionary and Thesaurus Resources
 - <http://www.merriam-webster.com/dictionary>
 - <http://www.thefreedictionary.com>
- Public Domain Essays
 - <http://publicdomainreview.org/essays/>
 - <http://essays.quotidiana.org/>
- Poetry Websites
 - www.poetryfoundation.org
 - www.poets.org
 - <http://www.poetryarchive.org/>
 - <http://www.poetry.com/>
- Citation Websites
 - <http://content.easybib.com/citation-guides>
 - <https://owl.english.purdue.edu/owl/section/2/>

