Union County Educational Services Commission High School Course Syllabus

Title: Creative Writing

Timeline: Full Year; 5 Credits

Course Description:

The focus of this course is for students to become familiar with writing across various genres, including short stories, poems, plays, novels, essays. Students will engage in various activities that will inspire their writing. Students will also read texts to promote their writing skills. This course moves students beyond the structured essay and prompts them to write more creative and individual pieces. Students will also learn to work through the writing process of outlining, revising, peer-editing, until final publication.

Course Outline:

- I. Memoir
- II. Short Story
- III. Poetry
- IV. Drama

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:

New Jersey Student Learning Standards - English

Grading Procedures:

Do Now 10%
Participation 20%
Class Assignments 50%
Assessments 20%

Adoption Date:

Union County Educational Services Commission Curriculum Mapping Format: Creative Writing

	Unit 1	Unit 2	Unit 3	Unit 4
Length of	10 Weeks	10 Weeks	10 Weeks	10 Weeks
Unit				
Topic	Memoir	Short Story	Poetry	Drama
Standards	NJSLSA.R1 Read closely to	NJSLSA.R1 Read closely to	NJSLSA.R1 Read closely to	NJSLSA.R1 Read closely to
	determine what the text says	determine what the text says	determine what the text says	determine what the text says
	explicitly and to make logical	explicitly and to make logical	explicitly and to make logical	explicitly and to make logical
	inferences and relevant	inferences and relevant	inferences and relevant	inferences and relevant
	connections from it; cite specific	connections from it; cite specific	connections from it; cite specific	connections from it; cite specific
	textual evidence when writing or	textual evidence when writing or	textual evidence when writing or	textual evidence when writing or
	speaking to support conclusions	speaking to support conclusions	speaking to support conclusions	speaking to support conclusions
	drawn from the text.	drawn from the text.	drawn from the text.	drawn from the text.
	NJSLA.R2 - Determine central	NJSLA.R2 - Determine central ideas	NJSLA.R2 - Determine central ideas	NJSLA.R2 - Determine central
	ideas or themes of a text and	or themes of a text and analyze	or themes of a text and analyze	ideas or themes of a text and
	analyze their development;	their development; summarize the	their development; summarize the	analyze their development;
	summarize the key supporting	key supporting details and ideas.	key supporting details and ideas.	summarize the key supporting
	details and ideas.	NJSLSA.R4 Interpret words and	NJSLSA.R4 Interpret words and	details and ideas.
	NJSLSA.R4 Interpret words and	phrases as they are used in a text,	phrases as they are used in a text,	NJSLSA.R4 Interpret words and
	phrases as they are used in a text,	including determining technical,	including determining technical,	phrases as they are used in a text,
	including determining technical,	connotative, and figurative	connotative, and figurative	including determining technical,
	connotative, and figurative	meanings, and analyze how specific	meanings, and analyze how specific	connotative, and figurative
	meanings, and analyze how	word choices shape meaning or	word choices shape meaning or	meanings, and analyze how
	specific word choices shape	tone.	tone.	specific word choices shape
	meaning or tone.	NJSLSA.R5 Analyze the structure	NJSLSA.R5 Analyze the structure	meaning or tone.
	NJSLSA.R5. - Analyze the structure	of texts, including how specific	of texts, including how specific	NJSLSA.R5 Analyze the structure
	of texts, including how specific	sentences, paragraphs, and larger	sentences, paragraphs, and larger	of texts, including how specific
	sentences, paragraphs, and larger	portions of the text (e.g., a section,	portions of the text (e.g., a section,	sentences, paragraphs, and larger
	portions of the text (e.g., a	chapter, scene, or stanza) relate to	chapter, scene, or stanza) relate to	portions of the text (e.g., a
	section, chapter, scene, or stanza)	each other and the whole.	each other and the whole.	section, chapter, scene, or stanza)
	relate to each other and the	NJSLSA.R9 Analyze and reflect on	NJSLSA.R9 Analyze and reflect on	relate to each other and the
	whole.	how two or more texts address	how two or more texts address	whole.
	NJSLSA.R9 Analyze and reflect	similar themes or topics in order to	similar themes or topics in order to	NJSLSA.R9 Analyze and reflect
	on how two or more texts address	build knowledge or to compare the	build knowledge or to compare the	on how two or more texts address
	similar themes or topics in order	approaches the authors take.	approaches the authors take.	similar themes or topics in order
	to build knowledge or to compare	NJSLSA.W4 Produce clear and	NJSLSA.W4 Produce clear and	to build knowledge or to compare

the approaches the authors take. **NJSLSA.W4.** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W10. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.SL2. - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL6. - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. - Demonstrate command of the conventions of

coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W10. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.SL2. - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL6. - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.L2. - Demonstrate

coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W10. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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NJSLSA.L1. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.L2. - Demonstrate

the approaches the authors take. **NJSLSA.W4.** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W10. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.SL2. - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL6. - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. - Demonstrate command of the conventions of

	standard English grammar and usage when writing or speaking. NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	command of the conventions of standard English capitalization, punctuation, and spelling when writing.	command of the conventions of standard English capitalization, punctuation, and spelling when writing.	standard English grammar and usage when writing or speaking. NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Content	Memoirs	Short Stories	Poems	Plays
Skills	Making Inferences	Making Inferences	Making Inferences	Making Inferences
	Theme	Theme	Theme	Theme
	Figurative Language	Conflict	Figurative Language	Figurative Language
	Text Structure	Characterization	Poetic Structure	Text Structure
	The Writing Process	Text Structure The Writing Process	The Writing Process	The Writing Process