

CREATIVE WRITING

LENGTH OF TIME: ½ year, 90 minutes a day

GRADE LEVEL: 9-12 (elective)

COURSE STANDARDS:

Students will:

1. Create original work either in a specific genre of writing or be able to create original work in a multitude of genres. Genres include writing of: poetry, short stories, a novelette, a play, or a script. (PA Academic Std 1.5, 1.7)
2. Read and identify a variety of genres from the past to the present. (PA Academic Std 1.3, 1.4)
3. Discern critically the poorly written from the well written literary forms in given genres. (PA Academic Std 1.2)
4. Work cooperatively as necessary to attain a goal. (PA Academic Std 1.6)
5. Conduct effective research to gain information critical to the development of the creative work. (PA Academic Std 1.8)
6. Set a written work in a historical and cultural context if it is necessary. (PA Academic Std 1.1, 1.3)
7. Analyze, interpret, draw conclusions and identify literary devices used in the creative forms of literature provided and to use when necessary. (PA Academic Std 1.2, 1.3)
8. Use research to conduct an investigation of how to gain an entry-level position in the creative writing career that is the outcome of the skills obtained. (optional) (PA Academic Std 1.8)

RELATED PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. For dramatic play or movie script, reading various scripts to understand structure and content. (Course Standard 2)
2. For dramatic play or movie script, analyzing components of scripts in areas of setting, character, plot, and theme etc. to use as a basis for writing a script. (Course Standard 8)

3. Writing an original script in the category of choice. See Performance Assessment #7 for categories. (Course Standard 1)
4. Reading various types of poetry from the three main divisions: narrative, dramatic, and lyrical. (Course Standard 8)
5. Analyzing the structure of a variety of poems: haiku, epic, sonnet, ballad, monologue, soliloquy, ode, elegy, blank verse, free verse, etc. (Course Standard 2, 3)
6. Writing a series of original poems in the area of choice. Use a variety of structures or one structure for many poems. (Course Standard 1)
7. For short story or novelette, reading a variety of short stories in these various categories: historical, adventure, fantasy, science-fiction, horror, mystery, romance, etc. (Course Standard 2)
8. Analyzing the components of a short story; i.e., setting, character, motion, transition, plot, theme, beginnings, endings, etc., reading and comprehending informational materials to develop understanding and expertise and produces written work. (Course Standard 8)
9. Writing an original short story in the category of choice. (Course Standard 1)
10. Reviewing original work in areas of structure, content, sentence creation, vocabulary, and grammar, etc. (Course Standard 1, 8)
11. Demonstrating a basic understanding of the rules of the English language in written and oral work, and selecting the structures and features of language appropriate to the purpose, audience, and context of the work. (Course Standard 11)

DESCRIPTION OF COURSE:

The overall objective of the course is to provide students with the creative environment necessary to produce original work. It may be one long significant piece of literature or a multitude of smaller works. The individuality of the student presupposes his/her choice. To be able to write well means that students must also be good readers. Various books will be recommended to be used in conjunction with the writing assignments. Being able to utilize technology so that in-depth research can be conducted to be integrated into the creative work is also a necessary goal. Some students may also choose to discover their career options where their talent can best be used. Details will be provided for those who seek knowledge on how and where to market their talent. Although the course is dictated by student choice in various areas, novel reading and writing assignments can be expected as homework and overall course development.

TITLES OF UNITS:

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| 1. Poetry | ongoing |
| 2. The Short Story | ongoing |
| 3. Novelette | ongoing |
| 4. The Play/The Script | ongoing |
| 5. Preparation of Work for Portfolio or Publication | ongoing |

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Problem solving
2. Lecture

3. Class discussion
4. Individual silent reading
5. Holistic writing
6. Composition writing
7. Cooperative groups
8. Small group activity
9. Large group activity
10. Individual evaluation
11. Peer evaluation
12. Tutoring
13. Technology-assisted learning

MATERIALS: (some examples)

1. Categories, 122 Thematic Vocabulary Lessons, Barbara Gregorich, J. Weston Walch, Portland, ME, 1992.
2. Writing Fiction, A Handbook for Creative Writing, Jacqueline Vivello, J. Weston Walch, Portland, ME 1993.
3. Open Circles, An Anthology for Personal and Cultural Awareness, Rosetta James (compiler), J. Weston Walch, Portland, ME 1993.
4. Literature Alive, Daniel Dyer, J. Weston Walch, Portland, ME 1990.
5. Your Turn, 33 Lessons in Poetry, Louise Finn, J. Weston Walch, Portland, ME 1988.
6. Science Fact/Fiction, Edmund J. Farrell, Thomas E. Gage, et al, Scott, Foresman, & Co., Glenview, IL 1974.
7. The Science in Science Fiction, Peter Nicholls, et al, Knopf, NY 1983.
8. Earth's Caretakers, Native American Lessons, Walter S. Smith, Lisa M. Nyberg, et al, Masters Project, University of Kansas, 1993.
9. Learning English Through Science, National Science Teachers Association, Washington, DC, 1986.
10. The Private Eye - Looking and Thinking by Analogy, Kerry Ruef, Private Eye Project, Seattle, WA, 1992.
11. Writer's Digest, books and magazines
12. Variety of novels, short stories, poems, and scripts.
13. Literary Cavalcade

METHODS OF ASSISTANCE AND ENRICHMENT:

Much of the work will be individual so we will be meeting students at the level that they are on whether that be low or high.

PORTFOLIO DEVELOPMENT:

Any work produced can be included in the student's chosen portfolio.

METHODS OF EVALUATION:

1. Writing rubric for scripts/plays, short stories/novelettes, and poetry
2. Project and presentation rubric
3. Tests

4. Quizzes
5. Homework
6. Contracts
7. Check lists
8. Research rubric
9. Presentation rubric

INTEGRATED ACTIVITIES:

1. Communication
 - choosing the proper medium to achieve the desired effect
 - reading and discussing a variety of materials
 - writing in the various genres
 - oral reports - possibly
 - exhibited work seen at end
 - responding in writing
 - using the writing process
 - continuing use of the journal
2. Thinking/Problem Solving
 - analyzing literature in speaking and writing
 - synthesizing pieces of research
 - making critical judgments about literature or others' performances
 - responding critically or in writing
 - inferring meanings from various pieces of literature
 - drawing conclusions from various pieces of literature
3. Understanding Concepts
 - depends on genre
 - should include:
 - literary devices
 - writing style
 - presentation style
 - use of technology
 - critical reading strategies
 - vocabulary definition and effective use
4. Application of Knowledge
 - computer-aided research
 - integration of research into creative work
5. Interpersonal Skills
 - cooperative learning, as applicable
 - paired reading, as applicable
 - peer evaluation