

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

ENGLISH DEPARTMENT

ADVANCED CREATIVE WRITING

Grade Level: 10-12

Credits: 2.5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 30, 2010

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

Board of Education

Mr. Ronald G. Lawson, President
Mr. Hershey Moses, Vice President

Mr. William Bruno
Mr. Tom Caiazza
Mrs. Elizabeth Canario
Mr. Barry Hochberg
Mrs. Kathie Lavin
Mr. Christopher Placitella
Mrs. Jennifer Sutera

Dr. Suzanne Koegler, Acting Superintendent
Ms. Donna M. Evangelista, Assistant Superintendent for Curriculum and
Instruction

Curriculum Writing Committee

Mr. Joseph DiGiuseppe
Ms. Cheryl Soback

Supervisors

Ms. Patricia Blood
Mr. Craig Chern
Ms. Tyniesha Douglas
Ms. Jane Goldstein
Ms. Judith Lagana

Course Philosophy

The creative writing course of study emphasizes the development of skills in the making and study of prose, drama, and poetry in an intensive workshop atmosphere. The advanced segment of this course furthers this study and explores additional genres and styles. Students in both courses will be required to develop an ability to write in a variety of genres and to demonstrate a facility for giving and receiving constructive criticism. Students will also demonstrate a better understanding of, and facility with, the revision and rewriting process. Students will demonstrate a mastery of self and peer editing skills, and develop a beginning knowledge of publication.

Course Description

This course builds upon the knowledge and skills learned in Creative Writing and allows students to develop works according to their own interests and strengths. Students will cultivate their own personal writing style through intensive study of a genre of their choice. This course culminates in the submission of work(s) to various appropriate contests and publications.

**Freehold Regional High School District
Curriculum Map**

Advanced Creative Writing

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
3.1.12.D.2 3.1.12.G.7 3.2.12.B.1	Elements of poetry can be utilized in a variety of forms	What are the layers of development in a poem or a series of poems?	Review students body of work previously done and reflect on goals and long-term projects	Construction of new work to flesh out or explore new structures and more sophisticated concepts not yet explored Peer review/critique	Submission for teacher evaluation of individual poems and/or a collection
3.2.12.D.3 3.2.12.B.8	Analytical devices can be used to appreciate the multi-layered capacity of a poem	How can a poem or poet clarify, explain, or illustrate the human experience?	Review of published work and collections and analyze for effective writing techniques	Replicate the style or structure of a published poem with the students' particular spin	Submit a selection of published poems which mean something to the student with an accompanying reflection of the published poet's craft
3.2.12.D.2	A variety of styles and genres can be used to build a portfolio	Why is it essential for a writer to have a breadth of work in various styles and genres?	Review of published work and/or collections and analyze for effective writing	Collaborate with a dedicated reader for on-going peer editing	Submit a chapbook, or book length collection of verse for teacher review and presentation in a poetry reading setting
3.2.12.B.1 3.1.12.D.3	Prose has essential elements of story-telling, regardless of genre	What are the elements which classify all the prose genres?	Through a series of formal and informal exercises identify the elements of narration. Discuss what media in the world utilize these elements Define terms of prose	Read a series of short fiction which illustrate various genre and analyze for the elements which have been previously defined Create short assignments which isolate the various terms: conflict, setting, point of view, etc Peer edit	Submit for teacher review and evaluation reflections of published literature previously studied Submit selected student created pieces of narration for teacher review and peer presentation

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
3.1.12.H.6 3.2.12.B.11 3.2.12.A.6	Peer critique establishes personal reflection of strengths and weakness of written work	What is the structure and importance of effective peer critique?	Review established norms for peer critique from Creative Writing Teacher leading of modeling critique session	Establish a dedicated reader partnership within the class and regular peer group critique for major pieces of writing created in class	Teacher/writer conferences Teacher evaluation of edited final drafts
3.2.12.A.3 3.2.12.C.2 3.2.12.D.3	Style is established by voice, tone and language choice	How is a writer's style in written work created and developed?	Selected readings by both the teacher and the student reviewed for the elements of voice, tone, and diction with discussion	Students will evaluate self with the assistance of peer collaborator/reader to reflect on the writer's individual voice Students will take on different voices in various writings to expand his/her comfort zone	Students will submit a number of writings which illustrate his/her voice as a writer for teacher evaluation
3.2.12.C.6 3.2.12.C.2 3.2.12.B.1	Dialogue and dramatic form are the exclusive means by which an audience can interpret character, plot, and conflict	How does human dialogue create understandings and misunderstandings in relationships, and how can that conflict be translated to the stage?	Define terms in dramatic form through various means, such as examples, and discussion of what a play is	Isolate various skill areas and define in a written form Create working dialogue in modes and structures Read an array of examples of dramatic form	Students will submit several types of dramatic form structures for teacher review One or two short pieces will be selected for presentation
3.3.12.B.2 3.2.12.B.11	Collaboration in all forms of art leads to an advanced understanding of original works	Why does collaboration in various art forms help create a new dimension in the art forms and a better understanding of the original pieces?	Students will define the skills needed for effective collaboration Review of effective collaborations between artistic mediums over the ages	Work in collaborative teams for various projects within the class and with other classes(i.e. art or music classes)	Students will present a collaborative project and a personal reflection on the process Teacher evaluation of all aspects of the project

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
3.2.12.B.12	A body of work must contain enough pieces for an effective selection process	What are appropriate venues for submission of written work?	Review of online and hardcopy journals and literary magazines for appropriate venues for their work	Peer review of work for strong examples which could be submitted Create a submission chart and journal to keep track of work submitted Select and edit several pieces for submission	Submit work to publications Teacher review of organizational chart and edited pieces

**Freehold Regional High School District
Course Proficiencies and Pacing**

Advanced Creative Writing

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: Advanced Poetry	<p>Elements of poetry can be utilized in a variety of forms. Analytical devices can be used to appreciate the multi-layered capacity of a poem. A variety of styles and genres can be used to build a portfolio.</p> <p>Students will be able to write different styles of allegorical poetry that functions on different levels.</p>	3-4 weeks
Unit #2: Advanced Prose	<p>Prose has essential elements of story-telling, regardless of genre. Peer critique establishes personal reflection of strengths and weakness of written work. Style is established by voice, tone, and language choice.</p> <p>Students will be able to create prose pieces in various forms that utilize different styles of writing.</p>	4-6 weeks
Unit #3: Advanced Drama	<p>Dialogue and dramatic form are the exclusive means by which an audience can interpret character, plot, and conflict. Collaboration in all forms of art leads to an advanced understanding of original works.</p> <p>Students will be able to create independent and/or collaborative dramatic works.</p>	3-4 weeks
Unit #4: Submissions	<p>A body of work must contain enough pieces for an effective selective process.</p> <p>Students will review their portfolios and select multiple pieces of original work to submit to literary publications.</p>	2-3 weeks

**Freehold Regional High School District
Advanced Creative Writing**

Unit #1: Advanced Poetry

Enduring Understandings: Elements of poetry can be utilized in a variety of forms.
Analytical devices can be used to appreciate the multi-layered capacity of a poem.
A variety of styles and genres can be used to build a portfolio.

Essential Questions: What are the layers of development in a poem or a series of poems?
How can a poem or poet clarify, explain, or illustrate the human experience?
Why is it essential for a writer to have a breadth of work in various styles and genres?

Unit Goal: Students will be able to write different styles of allegorical poetry that functions on different levels.

Duration of Unit: 3 – 4 weeks

NJCCCS: 3.1.12.D.2; 3.1.12.G.7; 3.2.12.B.1; 3.2.12.D.3; 3.2.12.B.8; 3.2.12.D.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What elements of poetry can be modified to fit various forms?	Elements of poetry: diction, tone, symbol, allusion	dictionary of literary terms see Resource Appendix	<ol style="list-style-type: none"> 1. Provide examples of poems written in various forms <ol style="list-style-type: none"> a. Analyze poems in terms of tone, style, and diction 2. Peer and teacher review <ol style="list-style-type: none"> a. Constant review and revision of peer work b. Identify and comment on stylistic conventions through multiple pieces of a single author's work 	peer review and/or collaboration
How do we analyze the meaning and form of a poem?				one-on-one teacher/student review of a selected writing piece
What genres are most effective for building a portfolio?	Chapbooks and book binding	binding machine	View a series of chapbooks and model the chapbook-making process	portfolio / chapbook review

Suggestions on how to differentiate in this unit:

- Allow students to hear auditory cds for isolation of analysis elements
- Allow for alternative assignments and abbreviated assignments
- Have students take notes on the terms as they are discussed; photocopy the terms to distribute to students
- Demonstrate examples of the terms both during the lesson and after to reinforce the concept
- Allow extra time to complete all assignments
- Utilize computers in the classroom to assist with brainstorming ideas and literary analysis

**Freehold Regional High School District
Advanced Creative Writing**

Unit #2: Advanced Prose

Enduring Understandings: Prose has essential elements of story-telling, regardless of genre.
Peer critique establishes personal reflection of strengths and weaknesses of written work.
Style is established by voice, tone, and language choice.

Essential Questions: What are the elements that classify all the prose genres?
What is the structure and importance of effective peer critique?
How is a writer’s style in written work created and developed?

Unit Goal: Students will be able to create prose pieces in various forms that utilize different styles of writing.

Duration of Unit: 4 – 6 Weeks

NJCCCS: 3.2.12.B.1; 3.1.12.D.3; 3.1.12.H.6; 3.2.12.B.11; 3.2.12.A.6; 3.2.12.A.3; 3.2.12.C.2; 3.2.12.D.3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the essential elements of story-telling?	How to develop plot, conflict, and character depth in short fiction	See Resource Appendix	Provide examples of prose written in various forms c. Analyze the prose in terms of plot, character, and conflict d. Note any and all common aspects among various subgenres	one-on-one teacher/student review of a selected writing piece
How does peer review benefit writers?	Peer review		Peer and teacher review -Constant review and revision of peer work	peer review and/or collaboration
How do voice, tone, and language inform a writer’s personal style?	Detail the jargon needed to understand writer’s style: <ul style="list-style-type: none"> • Voice • Diction • Tone • Figurative language 		Identify and comment on stylistic conventions through multiple pieces of a single author’s work	portfolio review

Suggestions on how to differentiate in this unit:

- Create graphic organizers to break prose concepts into smaller exercises highlighting skills
- Have students take notes on the terms as they are discussed; photocopy the terms to distribute to students
- Demonstrate examples of the terms both during the lesson and after the lesson to reinforce the concept
- Allow extra time to complete all assignments
- Utilize computers in the classroom to assist with brainstorming ideas and portfolio review and create alternative venues of projects

**Freehold Regional High School District
Advanced Creative Writing**

Unit #3: Advanced Drama

Enduring Understandings: Dialogue and dramatic form are the exclusive means by which an audience can interpret character, plot, and conflict.
Collaboration in all forms of art leads to an advanced understanding of original works.

Essential Questions: How does human dialogue create understandings and misunderstandings in relationships, and how can that conflict be translated to the stage?
Why does collaboration in various art forms help create a new dimension in the art forms and a better understanding of the original pieces?

Unit Goal: Students will be able to create independent and/or collaborative dramatic works.

Duration of Unit: 3 – 4 Weeks

NJCCCS: 3.2.12.C.6; 3.2.12.C.2; 3.2.12.B.1; 3.3.12.B.2; 3.2.12.B.11

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How can an audience understand character, plot, and conflict within a drama?	Dialogue and dramatic form Reading scripts vs. working scripts	See Resource Appendix	Provide examples of drama written in various forms e. Analyze drama in terms of dialogue and dramatic form f. Note how dialogue is more important in drama than in prose	one-on-one teacher/student review of a selected writing piece write a review of a performance outside of the classroom
What impact does collaboration have on the writing process?	Peer review/collaboration		Peer and teacher review g. Constant review and revision of peer work Collaboration with peers h. Work with peers to create dialogue that can be expanded into one-act plays	peer review and/or collaboration optional: performance of a dialogue and / or one-act play

Suggestions on how to differentiate in this unit:

- Have students take notes on the terms as they are discussed; photocopy the terms to distribute to students
- Demonstrate examples of the terms both during the lesson and after the lesson to reinforce the concept through the use of visual examples(i.e. collage, video)
- Allow extra time to complete all assignments
- Utilize computers in the classroom to assist with brainstorming ideas and portfolio review
- Watch/listen to readings of dialogue and identify the concepts as they are demonstrated
- Create portfolio in a video file

**Freehold Regional High School District
Advanced Creative Writing**

Unit #4: Submissions

Enduring Understanding: A body of work must contain enough pieces for an effective selective process.

Essential Question: What are appropriate venues for submission of written work?

Unit Goal: Students will review their portfolios and select multiple pieces of original work to submit to literary publications.

Duration of Unit: 3-4 weeks

NJCCCS: 3.2.12.B.12

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
Is there any importance to submitting work for publication?	Editing for submission	Computer lab use for online research	Selecting deadlines for submission of one short story, 3 poems and 1 nonfiction piece	Class discussion
What are the rules for safe publishing online?	Looking for the details in submission requirements	<i>Poets and Writers Magazine</i>	Submission to one contest	Teacher submission portfolio review
How does a writer organize his/ her writing for submission and keep track of the status of the work?	Ethics in submission	Review of poetry/short story collections, individual writers/poets	Teacher creation of samples of record keeping techniques	Teacher review of student record keeping
What are editors and publishers looking for in an effective submission?	Creating a system for submission record keeping	Books, current literary magazines	Student creation of personal recording keeping for submission which reflects his/her personal style and sensibility	Teacher grading of presentation
	Researching potential online sites and hard copy magazines for submission	<i>Writer's Market</i>	Teacher review of the ethics of submission and creation of work	Evidence of online research of submission possibilities
		<i>Poet's Marke</i>	Student research and presentation of various topics in publishing legal issues	Required submissions sent out
		<i>t</i>	Class collaboration list of possible online and hard copy magazines for submission	
Suggestions on how to differentiate in this unit:				
<ul style="list-style-type: none"> • Modify assignments with graphic organizer for submission skill check • Teacher assistance as needed with organization • Teacher editing of work prior to submission 				

Creative Writing & Advanced Creative Writing Resources

Books

Poet's Market by Robert Lee Brewer (ISBN 1582975825)

Writer's Market by Robert Lee Brewer (ISBN 1582975795)

Poetry 180: A Turning Back to Poetry by Billy Collins (ISBN 0812968875)

180 More: Extraordinary Poems for Every Day by Billy Collins (ISBN 0812972961)

The Making of a Poem by Strand and Boland (ISBN 0-393-32178-9)

Elements of Style by Strunk and White (ISBN 020530902X)

Poetry Handbook: A prose guide to understanding and writing poetry by Mary Oliver (ISBN 0-15-672400-6)

Plays in One Act by Dan Halpern (ISBN 0880014903)

The Rules of the Dance by Mary Oliver (ISBN 039585086X)

How Fiction Works by Oakley Hall (ISBN 1582972931)

What If? Writing Exercises for Fiction Writers, 2nd Edition by Painter Bernays (ISBN-10: 0321107179)

Writing Down the Bones: Freeing the Writer Within by Natalie Goldberg (ISBN: 1590307941)

Writing for the Stage: A Practical Playwriting Guide by Leroy Clark (ISBN-10: 0205412971)

Writers on Artists by A.S. Byatt and David Bowie (ISBN-13: 978-0789480354)

Web Sites

<http://www.loc.gov/poetry/180/>

Billy Collins' poem project; he features a poem by a living author for every day of the school year.

<http://www.shadowpoetry.com/resources/intro.html>

Explanation with examples of different forms of poetry; links to poets and classic works; handbook of poetical terms

<http://www.poetryexpress.org/>

a poetry website that contains prompts, tips, videos and lots more to help novice poets

<http://www.shortstorygroup.com/exercises.htm>

A site that regularly updates its prose-writing exercises.

<http://jerz.setonhill.edu/writing/creative/shortstory/index.html>

A link that details the basics of writing a solid short story. Provides some great examples of good and bad writing.

http://www.writing.com/page/short_stories/short_stories.html

An all-encompassing website that is great for young writers. It's hard to navigate but worthwhile once figured out.

<http://www.writing-world.com/fiction/characters.shtml>

This is an article about creating meaningful characters and how to avoid making them seem unoriginal.

<http://www.playwriting101.com/>

A handbook for the basics of writing a play.

<http://www.creativewritingprompts.com/>

200 creative writing prompts.

<http://www.teenink.com/>

A publication by and for teens.

www.dodgepoetry.org/schools/teachers/educational-materials/

A collection of resources from the Dodge Poetry Foundation