

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

ENGLISH DEPARTMENT

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

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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 emphasizes the development of skills in the creation and study of prose, drama, and poetry in an intensive workshop setting. Students are required to write in a variety of genres and to demonstrate a facility for giving and receiving constructive criticism. Students will demonstrate a better understanding of, and facility with, the revision and rewriting process through mastery of editing skills, including peer-editing.

**Freehold Regional High School District
Curriculum Map**

Creative Writing

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
3.2.12B9 3.2.12D7 3.4.12A1	Personal experiences impact perceptions of literature	How can language be powerful?	Prewrite to establish individual levels of proficiency Objective quiz of terms	Expository reflection of highlighted skill area Identification of highlighted skills in peer reflection	Self selected pieces submitted for teacher evaluation and student revision
3.2.12B1,2,8	Literary devices and figures of speech enhance writing and shape the interpretation of literature	How does language influence the way we think, act, and perceive the world?	Diagnostic quiz on knowledge of literary terms and figures of speech	Use of terms within the confines of prose and/or poetry assignments Quiz on the terms and their usages	Revision of a prior work to include the use of the terms
3.2.12B1,2,8 3.2.12.A7	Poetry is a subjective construct	What defines poetry?	Term definition and example survey in both a formal and an informal manner	Use of a variety of poetic constructs including formal, free verse, and prose poetry	A variety of poems constructed that will be assessed by the teacher
3.2.12A1 3.2.12.A5	Poetry is a process as well as a product	How do poems communicate the human experience?	Reading examples of a variety of published poetry for key elements, terms and voice	Construction of poems which have been developed by universal concepts and personal reflections Peer editing	A variety of poems constructed will be assessed by the teacher and reflected upon by the student

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
3.2.4.D15 3.2.12.D2	Elements in poetic structures create musical qualities	How is music created in poetic structures?	Informally compare musical qualities and poetic devices through the use of examples of both	Individual skills highlighted in specific poetic constructs and worksheets Peer/teacher review	A variety of poetic structures constructed which will be assessed by the teacher and placed in a portfolio which contains reflections and a personal goal for writing
3.2.12.B9	There are various subgenres of prose	What is the purpose of various subgenres of prose?	Read and identify the various subgenres of prose	Write various pieces using multiple subgenres	Compile a portfolio of at least five different types of original prose
3.1.12.G8,11 3.1.12.C2	An author's style is developed in various ways	How is an author's style recognized and developed?	Read a series of previously-written selections of original works and examine it for recurring concepts, themes, topics, etc.	Write original pieces using various styles (Shakespearean, Dickensian, Modern, etc.)	Rewrite a previously-written original piece using at least three different styles
3.3.12.A.1	Decisions, actions, and consequences vary depending on the different perspectives of the people involved	How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?	Read a series of previously-written selections of original works and examine it for recurring perspectives	Write original pieces using various perspectives	Rewrite a previously-written original piece using at least two different perspectives
3.1.12.G.11 3.3.12.B.4	Dramatic form uses dialogue to inform plot, theme, and character development	How does dramatic form use dialogue to inform plot, theme, and character development?	Write the dialogue of a conversation overheard at lunch and examine it for theme	Write a series of dialogues according to the rules of dramatic speech	Submit one final dialogue for teacher evaluation and revision

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
3.5.12.A.1 3.1.12.F.1	Drama reveals the values of a given culture or time period	How does drama reveal the values of a given culture or time period?	Read a series of dramatic sketches and determine in what time period each was written	Select different time periods and cultures and write the same conversation taking place under various circumstances	Orally read one formative conversation and have peers determine the time period/culture; revise as necessary until the scenario is clearly understood
3.2.12.D.3	Adaptations from prose to script create new interpretations of the original work	How do adaptations from prose to script create new interpretations of the original work?	View a series of short films that are based on previously-read prose	Write a movie-version of a known story	Perform the movie-version of the prose

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

Creative Writing

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: Introduction to Writing	<p>Personal experiences impact perceptions of literature. Literary devices and figures of speech enhance writing and shape the interpretation of literature.</p> <p>Students will be able to incorporate sensory imagery and literary terms that will inform all future work.</p>	3-4 weeks
Unit #2: Poetry	<p>Poetry is a subjective construct. Poetry is a process as well as a product. Elements in a poetic structure create musical qualities.</p> <p>Students will be able to utilize and explain the process of writing poetry.</p>	4- 6 weeks
Unit #3: Prose	<p>There are various subgenres of prose. An author's style is developed in various ways. Decisions, actions, and consequences vary depending on the different perspectives of the people involved.</p> <p>Students will be able to write various pieces of prose from various perspectives.</p>	4-6 weeks
Unit #4: Drama	<p>Dramatic form uses dialogue to inform plot, theme, and character development. Drama reveals the values of a given culture or time period. Adaptations from prose to script create new interpretations of the original work.</p> <p>Students will be able to create and retell prose work in dramatic form.</p>	3-4 weeks

Freehold Regional High School District
Creative Writing
Unit #1: Introduction to Writing

Enduring Understandings: Personal experiences impact perceptions of literature.
 Literary devices and figures of speech enhance writing and shape the interpretation of literature.

Essential Questions: How can language be powerful?
 How does language influence the way we think, act, and perceive the world?

Unit Goal: Students will be able to incorporate sensory imagery and literary terms that will inform all future work.

Duration of Unit: 3 – 4 weeks

NJCCCS: 3.2.12.B.9; 3.2.12.D.7; 3.4.12.A.1; 3.2.12.B.1, 2, 8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What topics can be written about?	Brainstorming Techniques <ul style="list-style-type: none"> • Free writing • List making • Graphic organizers 	Graphic organizers	Introduction to brainstorming exercises <ul style="list-style-type: none"> • Students can use the brainstorming techniques at any point throughout the semester 	Graphic organizers
What literary devices should be incorporated into writing?	Detail the jargon needed to understand literary terms <ul style="list-style-type: none"> • simile, metaphor, hyperbole, personification, etc. 	Dictionary of literary terms	Define, explain, and give examples of various literary terms <ul style="list-style-type: none"> • Students will then utilize those terms within their own writing 	Write brief pieces that focus on each of the prescribed literary terms and each of the five senses One-on-one teacher/student review of a selected writing piece Completion of focused worksheets on figurative language
How can we add sensory details to our writing?				

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
- Illustrate with real world examples of concepts
- Allow extra time to complete all assignments
- Utilize computers in the classroom to assist with brainstorming ideas and literary term examples

Freehold Regional High School District
Creative Writing
Unit #2: Poetry

Enduring Understandings: Poetry is a subjective construct.
 Poetry is a process as well as a product.
 Elements in a poetic structure create musical qualities.

Essential Questions: What defines poetry?
 How do poems communicate the human experience?
 How is music created in poetic structures?

Unit Goal: Students will be able to utilize and explain the process of writing poetry.

Duration of Unit: 4 – 6 weeks

NJCCCS: 3.2.12.B.1, 2, 8; 3.2.12.A.7; 3.2.12.A.1, 5; 3.2.4.D.15; 3.2.15.D.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How can an individual's experiences influence one's understanding of poetry?	Model poetic structures. Critique and analyze professional and peer texts	Exercises from poetry resources such as Geraldine R. Dodge Poetry Festival Packet	Supply students with effective examples of concepts	written reflections teacher grading of work
Does drafting in poetry help to make a better poem?	Revise and edit in a workshop setting	Writing exercises- <i>Writing Down the Bones</i> , various published literary magazines and selected poet's books	In-class workshop and peer critique of published and student work Allow time for multiple drafting after critique	Peer and teacher critique done independently and in groups
What figurative language or structures help generate rhythm and rhyme in poetry?	Utilize vivid and precise language with an awareness of the denotative, connotative, figurative, and symbolic meaning of words Vary poetic structures and vocabulary for deliberate stylistic and poetic effects Utilize emotionally powerful or imperative language to create a tone	Recordings of poets and others reading with understanding and intent- <i>Poetry 360, Favorite Poem Project</i> See resources appendix	Provide numerous examples of figurative language and rhythm in contemporary poetry	formal analysis of structures for musical elements oral presentations of work

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
- Allow extra time to complete all assignments
- Allow for alternative presentation formats (i.e. PowerPoint, YouTube, video)
- Utilize computers in the classroom to assist with brainstorming ideas and literary term examples
- Have students take notes on the terms as they are discussed; photocopy the terms to distribute to students
- Model thinking process necessary for creative development of assignments

Freehold Regional High School District
Creative Writing
Unit #3: Prose

Enduring Understandings: There are various subgenres of prose
 An author’s style is developed in various ways.
 Decisions, actions, and consequences vary depending on the different perspectives of the people involved.

Essential Questions: What is the purpose of various subgenres of prose?
 How is an author’s style recognized and developed?
 How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?

Unit Goal: Students will be able to write various pieces of prose from various perspectives.

Duration of Unit: 4 – 6 weeks

NJCCCS: 3.2.12.B.9; 3.1.12.G.8, 11; 3.1.12.C.2; 3.3.12.A.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is the prose genre?	Create a believable character Effectively use three different points of view Use setting effectively to create mood or otherwise influence story Construct a plot Establish and defend an argument Use chronological order to construct an accurate biography/autobiography	<i>Writing Down the Bones</i> -selected activities	Construct a series of stories developed to deepen characterization through dialogue, conflict and character interaction Read published stories for writerly perceptions: style, tone, characterization, mood and plot development Compare fiction, creative non-fiction, essay reflections and journalistic mediums using exemplary stories and articles Model various types of non-fiction with in-class writings	Teacher and peer review One to one teacher/student conferences Graphic organizer review and reflection Teacher grading of work Draft work review on all pieces
What are the architectures of various prose subgenres?	Effectively use a model to imitate the style of various authors or genres	<i>Artists on Writers</i> -selected activities	Read a biography and autobiography of a favorite author or poet	Group workshops
How can plot be developed through tone, character development, conflict and stylistic elements?	Utilize chronological order to construct an accurate biography/autobiography Effectively use a model to imitate the style of various authors or genres	Graphic organizers which delineate character development, conflict and plot development	Write a biography of another student, utilizing interview and personal writing style as a guide Work with the art department and pair writers with artists for biography/portrait exchange	

Suggestions on how to differentiate in this unit:

- Isolate skills in a graphic organizer which illustrates the elements of a well-developed character
- Have students take notes on the terms as they are discussed; photocopy the terms to distribute
- Allow for extra time to complete all assignments
- Allow for alternative or abbreviated assignments as needed
- Utilize computers in the classroom to assist with all writing elements including more effective editing

Freehold Regional High School District
Creative Writing
Unit #4: Drama

Enduring Understandings: Dramatic form uses dialogue to inform plot, theme, and character development.
Drama reveals the values of a given culture or time period.
Adaptations from prose to script create new interpretations of the original work.

Essential Questions: How does dramatic form use dialogue to inform plot, theme, and character development?
How does drama reveal the values of a given culture or time period?
How do adaptations from prose to script create new interpretations of the original work?

Unit Goal: Students will be able to create and retell prose work in dramatic form.

Duration of Unit: 3 – 4 weeks

NJCCCS: 3.1.12.G.11, 3.3.12.B.4; 3.5.12.A.1; 3.1.12.F.1; 3.2.12.D.3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How does a character reveal self and conflict with dialogue?	Structures and Forms in Dramatic Presentation Monologue Script	A variety one act plays –worksheet and text A variety of films from which to draw examples of concepts and stylistic conventions	Read a variety of one act plays and discuss style and form in groups Create a one act play specifically emphasizing character dynamics and motivation on a psychological level of internal conflict as opposed to external conflict	Teacher/student conferences Group workshops of selected pieces
What elements of culture or society can be revealed through plot dynamics, character interaction and setting which includes time period?	Format Types (Screen Play) Effective dialogue in dramatic Structures	Scholarly critiques of contemporary plays which emphasize analysis of the societal, cultural or ethical imperative exemplified in the play	Present the “Rule of Three” in script development Read and discuss the differences in monologue, dialogue, soliloquy and aside Group critique for addition of stage direction for a reading script Viewing of exemplary cuts from plays and film of the dramatic forms Class trips to plays and writing workshops	Class discussion of selected published work Teacher grading of selected pieces

Suggestions on how to differentiate in this unit:

- Create a graphic organizer to allow students to finely focus on structural form and terms
- Have students take notes on the terms as they are discussed; photocopy the terms to distribute
- Allow for extra time to complete all assignments
- Allow for alternative or abbreviated assignments as needed
- Utilize computers in the classroom to assist with all writing elements including more effective editing

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