

SPRING GROVE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION

Course Title:	Creative Writing	Length of Course:	1 semester
Grade Level(s):	9, 10, 11, 12	Periods Per Cycle:	6
Units of Credit:	.50	Length of Period:	43 minutes
Required:	Elective: X	Total Instructional Time:	65 hours

Course Description:

This course will provide a creative writing outlet for the students of Spring Grove. In *Creative Writing*, students develop their own narratives through intense writing and enhance them through peer presentation and evaluation. This course will also explore the various venues and media for narrative publication.

Materials/Resources:

Adopted: 8/16/2010

Revised:

Teacher: CORE Creative Writing

Year: 2009-2010

Course: Creative Writing

S E P T E M B E R	The Creative Process Unit - This unit begins in September and continues through October.				
	Essential Questions	Content	Skills	Vocabulary	Standards
	How can you spark your own creativity?	Suggested readings from: A Creative Companion and SARK's Journal and Play!book- SARK The Artist's Way- Julia Cameron A Kick in the Seat of the Pants- Roger VonOech,	Students will be able to identify the warm-up activities most valuable to them. Students will utilize the creative writing process to produce original work. Students will learn protocols for peer review of original creative writing in order to participate in peer workshops. Students will participate in workshop sessions (peer review) on published pieces (lyrics, movie clips, published work) in order to learn and practice how to improve their own writing and that of their classmates.		1.2.10.B ~ Use and understand a variety of media and evaluate the quality of material produced. 1.3.10.C ~ Analyze the effectiveness of various literary devices. 1.3.10.E ~ Identify how a writer uses words to create tone and mood and to advance the theme and purpose of a work. 1.3.10.F ~ Read and respond to nonfiction and fiction, as well as poetry and drama making individual meaning and asserting interpretation. 1.6.10.A ~ Listen to others. 1.6.10.B ~ Listen to selections of literature (fiction and/or nonfiction). 1.6.10.D ~ Contribute to discussions. 1.6.10.E ~ Participate in small and large group discussions and presentations. 1.6.10.F ~ Use media for learning purposes.
O C T	Creative Nonfiction - This unit begins in October (after the completion of the Creative Process unit) and continues through November.				
	Essential	Content	Skills	Vocabulary	Standards

Questions				
<p>My life is interesting. What do I want people to know about me?</p> <p>How can I find and expose the extraordinary qualities of everyday life?</p> <p>What makes a journey worth sharing?</p> <p>How can I treasure every day?</p>	<p>Suggested readings from: Annie Dillard and Barry Lopez (nature writing) Bill Bryson (travel writing) Writing Down the Bones- Natalie Goldberg Bird by Bird- Anne Lamont Angela's Ashes- Frank McCourt (memoir) Tuesday's with Morrie- Mitch Albom (memoir) The Liars' Club- Mary Karr (memoir).</p>	<p>Students will learn the conventions of creative nonfiction genres such as memoir, nature writing, and travel writing.</p> <p>Students will study/review exemplars of published creative nonfiction.</p> <p>Students will produce their own creative nonfiction pieces.</p> <p>Students will participate in workshop sessions (peer review) in order to improve their own work and that of their classmates.</p>	<p>Memoir</p> <p>Meditation</p>	<p>1.1.10.A ~ Before reading locate appropriate resources (computerized, traditional and media) for a specific purpose (e.g., assigned task or project, independent work)</p> <p>1.1.10.D ~ Locate and analyze the essential ideas in text by utilizing appropriate comprehension strategies (e.g., surveying, setting a purpose for reading, activating personal knowledge, making predictions, questioning, rereading). Evaluate the effectiveness of preferred strategies.</p> <p>1.1.10.G ~ After reading demonstrate understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <p>1.2.10.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p> <p>1.2.10.C ~ Produce work in at least one literary genre that follows the conventions of the genre.</p> <p>1.3.10.A ~ Read and understand works of literature.</p> <p>1.3.10.B ~ Analyze the relationships and uses of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.</p> <p>1.3.10.C ~ Analyze the effectiveness of various literary devices.</p> <p>1.3.10.E ~ Identify how a writer uses words to create tone and mood and to advance the theme and purpose of a work.</p> <p>1.3.10.F ~ Read and respond to nonfiction and fiction, as well as poetry and drama making individual meaning and asserting interpretation.</p>

				<p>1.4.10.A ~ Write short stories, poems, and plays that include:</p> <p>1.4.10.E ~ Expand a multi-page personal narrative including:</p> <p>1.5.10.A ~ Write with a sharp, distinct focus.</p> <p>1.5.10.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.10.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.10.D ~ Write by consciously incorporating stylistic aspects of composition.</p> <p>1.5.10.E ~ Revise writing to improve level of detail, style, tone, word choice and clarity of purpose, audience, and genre.</p> <p>1.5.10.F ~ Edit writing using the conventions of language.</p> <p>1.5.10.G ~ Present and/or defend written work for publication when appropriate.</p> <p>1.6.10.A ~ Listen to others.</p> <p>1.6.10.B ~ Listen to selections of literature (fiction and/or nonfiction).</p> <p>1.6.10.D ~ Contribute to discussions.</p> <p>1.6.10.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.10.F ~ Use media for learning purposes.</p>
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Short Fiction - This unit begins in November (after the completion of the Creative Nonfiction unit) and Continues through December.

Essential Questions	Content	Skills	Vocabulary	Standards
<p>What qualities make for an interesting piece of fiction?</p> <p>How important are the elements of character, dialogue, tone, and setting?</p> <p>What drives a good piece of fiction?</p> <p>What makes fiction "good"?</p>	<p>Suggested Readings from: The Artist's Way- Julia Cameron, What If?- Anne Bernays and Pamela Painter</p>	<p>Students will learn the conventions used in works of fiction.</p> <p>Students will learn how to develop a character and dialogue within a piece of writing.</p> <p>Students will read exemplars of published fiction.</p> <p>Students will complete their own pieces of fiction.</p> <p>Students will participate in workshop sessions (peer review) in order to improve their own work and that of their classmates.</p>	<p>Character, setting, plot, dialogue, theme, tone, mood.</p> <p>Motivation</p>	<p>1.1.10.A ~ Before reading locate appropriate resources (computerized, traditional and media) for a specific purpose (e.g., assigned task or project, independent work)</p> <p>1.1.10.C ~ During reading use knowledge of structural analysis, context clues, and related references to understand and interpret the meaning of new words. Use these words accurately in speaking and writing.</p> <p>1.1.10.D ~ Locate and analyze the essential ideas in text by utilizing appropriate comprehension strategies (e.g., surveying, setting a purpose for reading, activating personal knowledge, making predictions, questioning, rereading). Evaluate the effectiveness of preferred strategies.</p> <p>1.2.10.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p> <p>1.2.10.C ~ Produce work in at least one literary genre that follows the conventions of the genre.</p> <p>1.3.10.A ~ Read and understand works of literature.</p> <p>1.3.10.B ~ Analyze the relationships and uses of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.</p> <p>1.3.10.C ~ Analyze the effectiveness of various literary devices.</p> <p>1.3.10.E ~ Identify how a writer uses words to create tone and mood and to advance the theme and purpose of a work.</p>

				<p>1.3.10.F ~ Read and respond to nonfiction and fiction, as well as poetry and drama making individual meaning and asserting interpretation.</p> <p>1.4.10.A ~ Write short stories, poems, and plays that include:</p> <p>1.5.10.A ~ Write with a sharp, distinct focus.</p> <p>1.5.10.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.10.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.10.D ~ Write by consciously incorporating stylistic aspects of composition.</p> <p>1.5.10.E ~ Revise writing to improve level of detail, style, tone, word choice and clarity of purpose, audience, and genre.</p> <p>1.5.10.F ~ Edit writing using the conventions of language.</p> <p>1.5.10.G ~ Present and/or defend written work for publication when appropriate.</p> <p>1.6.10.A ~ Listen to others.</p> <p>1.6.10.B ~ Listen to selections of literature (fiction and/or nonfiction).</p> <p>1.6.10.C ~ Speak using skills appropriate to formal speech situations.</p> <p>1.6.10.D ~ Contribute to discussions.</p> <p>1.6.10.F ~ Use media for learning purposes.</p>
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D E C E M B E R					
	Essential Questions	Content	Skills	Vocabulary	Standards
J A N U A R Y					
	Essential Questions	Content	Skills	Vocabulary	Standards