

***Elizabethtown Area
School District***

Creative Writing I
Name of Course

Course Number:	175	Length of Course:	1 Semester
Grade Level:	10 -12	Total Clock Hours:	120
Length of Period:	80 min	Date Written:	11/30/04
Periods per Week/Cycle:	5	Written By:	HS Comm Art
Credits (if app.):	1.0		

Course Description:

This is a course designed to introduce the student writer to the major forms of creative expression: poetry, short story and drama. The course consists of daily writing exercises designed to promote fluency and creativity in both poetry and prose. Students enrolling in this class should have a desire to write and creatively explore many contemporary literary styles.

Offered Odd Years Only

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I. Overall Course/Grade Level Standards

- A. Analyze how the practices of journal writing have contributed to writing and literature.
- B. Identify the structures of traditional as well as contemporary literature.
- C. Analyze literary elements of poetry and fiction.
- D. Read and respond to poetry, fiction and nonfiction.
- E. Identify the essential ideas in texts and demonstrate fluency and comprehension in reading.
- F. Actively engage in class discussions, displaying maturity in both speaking and listening.
- G. Assimilate new vocabulary from literature as well as resource texts.
- H. Complete a research project: select and refine a topic; locate information; organize, summarize, and present ideas from research.
- I. Compose sentences, paragraphs using appropriate grammatical form.
- J. Write with a sharp, distinct focus identifying topic, task, and audience.
- K. Write complex pieces.
- L. Use and understand a variety of media.
- M. Write a short story.
- N. Speak using skills appropriate to class discussions and listen to others as well as selections of literature.
- O. Analyze differences in language which contribute to negative or positive stereotypes.

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II. Content
Major Areas of Study

List all units of study below:

<u>Unit</u>	<u>Estimated Time</u>	<u>Materials</u>
1. Journal Writing	Concurrent with all other units	Multiple instructor resources
2. Poetry	Approx 9 weeks	<u>Writing Poetry</u> by Shelley Tucker
3. Fiction	Approx 9 weeks	<u>Word Painting</u> by Rebecca McClanahan <u>The Best Short Stories of The Modern Age</u> Edited by Douglas Angus

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Name of Course: Creative Writing I Name of Unit: Journal Writing
 Essential Question for the Unit: How does journal writing develop creativity?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What is journal writing? What is the difference between a writer's journal and a diary? What are the benefits of daily writing? Why is it important to write for long periods of time?	E	A, F, G, I, N, O	1.1 A-E 1.2 A 1.3 A-E 1.6.A-C
B. How does journaling contribute to writing poetry, fiction and non fiction? What is clustering? How does list making develop an idea? What is freehand writing? How does freehand writing develop into setting?	E	A, F, G, I, N, O	1.1 A-E 1.2 A 1.3 A-E 1.6.A-C
C. How does journal writing develop creativity? How can journals be used to harvest and explore ideas?	E	A, E, F, G, I	1.1 A-E 1.2 A 1.3 A-E 1.6.A-C
D. What are the different methods of journaling and when is each most useful? What is a visual journal? What is an image journal?	E	A, B, E, F, L	1.1 A-E 1.2 A 1.3 A-E 1.6.A-C

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Name of Course: Creative Writing I Name of Unit: Poetry
 Essential Question for the Unit: What is poetry?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What is a poem? What are the elements of poetry? What is the process of writing poetry? What are literary devices? What are sound devices? What is imagery? How do literary devices enrich and extend a poem's meaning? How can feedback from other poet's support the writing and revising process? How is feedback used?	E	B, C, D, F, H, I, J, K, G	1.1 A-E 1.2.A 1.3 A-E 1.6.A-E
B. What are the traditional forms of poetry? What is free verse? What are the forms of free verse? What is haiku? How does one identify a personal style of poetry writing?	E	B, C, D, F, H, I, J, K, G	1.1.A-E 1.2.A 1.3 A-E 1.6.A-E
C. How is each poem part of a larger literary tradition? How do writer's influence each other's works? What can we learn from reading published poetry of the western tradition? Why is it important to read poetry aloud? How can reading the poetry of others influence our writing? What is the relationship both historically and today between poetry and song?	E	B, C, D, F, H, I, J, K, G	1.1.A-E 1.2.A 1.3 A-E 1.6.A-E
D. What are the venues of publishing poetry? What is the process for submitting poems to contests? What is the terminology of the professional poet? publishing on the internet?	E	B, C, D, F, H, I, J, K, N, O	1.1.A-E 1.2 A 1.3 A-E 1.6.A-E

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Name of Course: Creative Writing I

Name of Unit: Fiction

Essential Question for the Unit: What is Fiction?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What are the elements of fiction? What is the difference between prose and poetry? How does freehand writing contribute to the elements of fiction? What is the process of writing fiction? What is the appropriate way to give feedback? What is the proper way to receive feedback? How can feedback from other writers support the writing and revising process?	E	B, C, D, E, F, G, J, K, L, M, N	1.1.A-E 1.2.A 1.3.A-E 1.6.A-E
B. What is the process of writing a short story? What are the elements of the short story? What are the roles of setting, plot and character in the short story? What is conflict? What is description and what is its purpose in fiction? What are the indicators of a fully developed short story? What are the elements of the modern short story? How have artistic movements influenced the short story in the 19th and 20th centuries?	E	B, C, D, E, F, G, J, K, L, M, N	1.1.A-E 1.2.A 1.3.A-E 1.6.A-E
C. What is the history of fiction development? How is contemporary fiction influenced by the writing of the past in both form and content? What is the role of the writer in society? What can we learn from reading published fiction of the western tradition? Why is it important to read fiction aloud?	E	B, C, D, E, F, G, J, K, L, M, N	1.2.A 1.3.A-E 1.6.A-E
D. What are the venues of publishing short stories? What is the process for submitting short stories to contests? What is the terminology of the professional writer?	E	B, C, D, E, F, G, J, K, L, M, N	1.2.A 1.3.A-E 1.6.A-E

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III. Course Assessments

Check types of assessments to be used in the teaching of the course.
(Provide examples of each type.)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Journals | <input checked="" type="checkbox"/> Poems |
| <input checked="" type="checkbox"/> Essays | <input checked="" type="checkbox"/> Response folders |
| <input checked="" type="checkbox"/> Research Projects | <input checked="" type="checkbox"/> Short Story |
| <input checked="" type="checkbox"/> Projects | <input checked="" type="checkbox"/> Class Participation |
| <input checked="" type="checkbox"/> Portfolios | <input checked="" type="checkbox"/> Notetaking |
| <input checked="" type="checkbox"/> Presentations | <input checked="" type="checkbox"/> Daily Assignments |
| <input checked="" type="checkbox"/> Performance tasks | <input checked="" type="checkbox"/> Writing Samples |

Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommended date/time frame for administration (at least quarterly).

Name of Common Assessment	When given?
1. Writer's Notebook	Throughout the course
2. Favorite Poem Project	Throughout the course
3. Research Project on a Poet	Concurrent with Poetry Unit
4. Poetry Collection	Concurrent with study of Poetry
5. Short Story	Concurrent with study of Fiction
6. Final Exam	Finals Week

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IV. Expected levels of achievement

Current grading scale:

PA Proficiency Levels
Advanced Proficient
Basic Below Basic

Attach rubrics, checklists, or other documentation noting how levels of proficiency will be determined for common assessments. The following scoring documents have been developed for this course: