



SPRING GROVE AREA SCHOOL DISTRICT

PLANNED COURSE OVERVIEW



Course Title: Creative Writing II	Length of Course: 15 cycles	
Grade Level(s): 9 (second semester)-12 Grades	Periods Per Cycle: 6	
Units of Credit: 0.5	Length of Period: 40 minutes	
Classification: Elective	Total Instructional Time: 60 hours	
Course Description		
This course will provide a creative writing outlet for the students of Spring Grove. In Creative Writing II, 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 publication. This second course for Creative Writing will focus on peer review and writing workshop, as well as new genres such as mythology, fairy tales, and professional business writing.		
Instructional Strategies, Learning Practices, Activities, and Experiences		
Critical Thinking Guided Practice Bell Ringers Literary Genre Studies	Class Discussions Peer Editing and Conferencing Flexible Groups Best Practices Strategies	Posted Objectives and Agenda Mentor Texts Writing Examples and Rubrics Publication and Contest Opportunities
Assessments		
Formative Assessments	Writing Portfolio	Rubric-based Writing
Materials/Resources		
Student iPads Online Articles and Publications	Short Story, Poetry, and Nonfiction Exemplars Writing Style Guides and Textbooks	Teacher-generated Materials Professional Writing Handbooks

Adopted: 5/23/22

Revised:

Editing and Revision	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Essential Questions: How do I edit and review writing? How do I enhance my writing? Related Vocabulary: Peer Editing Clarity Style Tone Purpose Selected Readings from: - Writing Style Guides - Published Exemplars	Students will be able to identify the warm-up activities most valuable to them. Students will utilize the elements of clarity and grace to elevate their writing. Students will learn protocols for peer review of original creative writing to participate in peer workshops. Students will participate in workshop sessions (peer review) on published pieces (lyrics, movie clips, published work) to learn and practice how to improve their own writing and that of their classmates. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

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Genre Selection Unit Essential Questions: What genres am I most interested in? What qualities of humanity do I wish to convey in my writing? Related Vocabulary: Epistolary Writing Journalistic Satire Selected Readings from: - Writing Style Guides - Published Exemplars - Online Publications	Students will learn the conventions of specific genres such as: epistolary writing, short fiction, satire, and poetry. Students will study/review exemplars of published writing. Students will produce their own genre-specific writing pieces. Students will participate in workshop sessions (peer review) to improve their own work and that of their classmates. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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	CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

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<u>Business Writing Unit</u> Essential Questions: What qualities make up proper workplace writing? How important are the elements of business writing when drafting emails and memos? What drives an effective piece of advertising? How do I professionally communicate with a local business? How can I use Creative Writing to partner with local businesses? Related Vocabulary: Brochure Catalog Product Advertorial Call to Action Johnson Box Selected Readings from: - Writing Style Guides - Published Exemplars - Online Publications - Professional Advertising	Students will learn the conventions used in Business writing. Students will learn how to use skills taught in class to contact and partner with businesses. Students will read exemplars of business writing. Students will complete their own pieces of business writing. Students will participate in workshop sessions (peer review) to improve their own work and that of their classmates. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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<u>Fairytale / Mythology Unit</u> Essential Questions: What are the elements of a fairytale? What are the elements of mythology? Where do I see elements/influence of traditional storytelling in popular culture? Why are these types of stories still being told? What are the universal elements of storytelling? How do different cultures interpret and express themselves through storytelling? Related Vocabulary: Archetype Allusion Fable Folklore/Folktale Motif Myth Parable Hero Cycle Selected Readings from: - Writing Style Guides - Published Exemplars - Online Publications - Classic Mythology - Classic Fairytales	Students will learn the elements of Fairytales and Mythology. Students will learn how to use skills taught in class to write in the manner of published work. Students will read exemplars of Fairytales and Mythology. Students will complete their own pieces of Fairytales and Mythology. Students will participate in workshop sessions (peer review) to improve their own work and that of their classmates. CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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Final Portfolio	
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Essential Questions: How have I grown as a writer? What genres fit my writing style? How can I enhance my writing? How do I edit and review writing? Related Vocabulary: Peer Editing Clarity Style Tone Purpose Selected Readings from: - Writing Style Guides - Published Exemplars	Students will edit and review their own writing from the semester. Students will reflect on their writing process. Students will analyze and edit peer writing. Students will discuss the impact on the creative process on their writing and growth as a writer. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.