

Creative Writing

English Language Arts

Grades 11 - 12, .5 Credits

Course Overview

Creative Writing is designed to provide students with the opportunity to explore the basic types of fictional writing. Students study and work with the idea of six-trait writing. Students analyze the development of memoirs, short stories, and plays. Students write examples of each form and are required to maintain a daily journal. Basic grammatical and usage skills are reinforced throughout the course. The use of the writing process is emphasized.

Scope and Sequence

Timeframe	Unit	Instructional Topics
Ongoing	Journaling	1. Writing in the Journal
7 Day(s)	Six-Trait Writing	1. Trait #1--Ideas 2. Trait #2--Voice 3. Trait #3--Organization 4. Trait #4--Sentence Fluency 5. Trait #5--Word Choice 6. Trait #6--Conventions 7. Final Assessment on Six-Trait Writing
10 Day(s)	Memoirs	1. Brainstorming for Ideas 2. Producing a Memoir
13 Day(s)	Play Writing	1. Brainstorming for Ideas 2. Developing a Play 3. Producing a Play
12 Day(s)	Short Stories	1. Exploring the Short Story Format 2. Producing a Short Story
Ongoing	The Writing Portfolio	1. Putting Together a Portfolio
Ongoing	Technology in Creative Writing	1. Creating Word-Processed Papers

Materials and Resources

- Pens, pencils
- Notebook/Journal
- Folder
- Disk (optional, but students may want to save material)

Course Details

UNIT: Journaling -- Ongoing

Description

Students will be expected to write in their journals at the start of every class. Students will use this time for reflection and to practice their writing skills. Journals can take various forms.

TOPIC: Writing in the Journal [Ongoing]

Learning Targets

Students will reflect in their journals daily.

UNIT: Six-Trait Writing -- 7 Day(s)

Description

The purpose of this unit is to review the six traits of writing with students. An emphasis will be placed on using the traits to write creatively and to revise using the traits as a guideline. Students will produce a final writing sample using a word-processing program to demonstrate their understanding of all six traits. The focus academic vocabulary for this unit will be the six traits of writing (ideas, conventions, organization, sentence fluency, voice, and word choice), presentation, peer-editing, appeal to emotion, and censorship.

TOPIC: Trait #1--Ideas -- 1 Day(s)

Learning Targets

Students will be able to define the trait of ideas.
Students will be able to develop ideas for topics.

TOPIC: Trait #2--Voice -- 1 Day(s)

Learning Targets

Students will be able to define the concept of voice and be able to use it in their writing.

TOPIC: Trait #3--Organization -- 1 Day(s)

Learning Targets

Students will integrate the concept of organization in their own writing.

TOPIC: Trait #4--Sentence Fluency -- 1 Day(s)

Learning Targets

Students will utilize the concept of sentence fluency in their own writing.

TOPIC: Trait #5--Word Choice -- 2 Day(s)

Learning Targets

Students will recognize the importance of word choice and use it in their own writing.

TOPIC: Trait #6--Conventions -- 1 Day(s)

Learning Targets

Students will incorporate the concept of conventions in their own writing.

TOPIC: Final Assessment on Six-Trait Writing [Ongoing]

Learning Targets

Students will brainstorm, edit, and revise a final draft of a writing sample.

UNIT: Memoirs -- 10 Day(s)

Description

Through a variety of activities, students will produce a memoir, a series of writings based on the own students' lives. The format for this writing assignment will be more open to interpretation and may take the form of poetry, song lyrics, essays, and possibly drawings. The focus academic vocabulary for this unit will be memoir, autobiography, biography, autobiographical narrative, biographical narrative, stream of consciousness, snapshot, recollection, and freewrite.

TOPIC: Brainstorming for Ideas -- 2 Day(s)

Learning Targets

Students will be able to produce ideas for several different activities for their memoir.

TOPIC: Producing a Memoir -- 8 Day(s)

Learning Targets

Students will plan, edit, revise, and produce a final draft of a memoir.

UNIT: Play Writing -- 13 Day(s)

Description

For two weeks, students will concentrate on writing their own plays. Students will then form groups to produce one of their plays. Productions, when possible, will take place in the auditorium or through use of a video camera. The focus academic vocabulary for this unit will be speech action, stage direction, dramatic potential, scene changes, dramatist, playwright, script, screenplay, dialogue, scene description, and semistaged production.

TOPIC: Brainstorming for Ideas -- 1 Day(s)

Learning Targets

Students will develop an idea for their play.

TOPIC: Developing a Play -- 8 Day(s)

Learning Targets

Students will create a plan and a draft.

Students will produce a final draft.

Students will revise the rough draft.

TOPIC: Producing a Play -- 4 Day(s)

Learning Targets

Students will form a group and choose a play.

Students will perform a production of their own play(s).

UNIT: Short Stories -- 12 Day(s)

Description

Students will read various short stories and view video productions as well. Students will explore various short story genres to get ideas for their own story. Students will produce their own short story. The focus academic vocabulary for this unit will be characterization, point of view (first person, third person limited, third person omniscient, second person), antagonist, protagonist, speech, dramatic dialogue, short story structure, climax, resolution, and conflict (internal, external).

TOPIC: Exploring the Short Story Format -- 3 Day(s)

Learning Targets

Students will explore various genres to come up with ideas for a short story topic.

Students will read and view short stories to understand the format.

TOPIC: Producing a Short Story -- 9 Day(s)

Learning Targets

Students will brainstorm and plan a short story.

Students will draft a short story.

UNIT: The Writing Portfolio -- Ongoing

Description

As a final unit for this course, students will work to put together a portfolio that hinges on the six traits. This portfolio will be used as a final assessment of student learning in this course. This assignment will be explained on the first day of the course, and a specific rubric and explanation sheet will be handed out at that time. Students will be told on day one just what the requirements for this assignment will be.

TOPIC: Putting Together a Portfolio [Ongoing]

Learning Targets

Students will be able to develop and put together a sample or samples of their writing for each of the six traits.

UNIT: Technology in Creative Writing -- Ongoing

Description

Technology will be used throughout creative writing. All formal papers and papers for the portfolio must be typed. No formal papers will be accepted unless they are typed on a word-processing program.

TOPIC: Creating Word-Processed Papers [Ongoing]

Learning Targets

Students will create, edit, and produce final copies using a word processing program.