



Pine Grove Area
SCHOOL DISTRICT

Language Arts

Creative Writing

Board Approved August 2007

I. PHILOSOPHY

The Creative Writing course of the Pine Grove Area School District has been structured to refine and extend writing skills in prose and poetry including focus, content, organization, style and conventions. The Creative Writing course guides students through the writing process from brainstorming to a finished product that has been revised for publication. The course will allow for the accommodation of many learning styles, motivational levels, and academic abilities.

II. CORE CONCEPTS

1. **Analysis of Author's Style:** Understand how different authors create style in a variety of methods
2. **Writing Process:** Expand the use of five step model of writing (prewriting, writing, revision, editing, and publishing)
3. **Imitation:** Ability to create works that imitate different styles of writing such as gothic, romantic, and realistic
4. **Personal Narrative/Memoir:** Ability to create an autobiographical account that offers a general truth about life
5. **Short Story:** Ability to create a short story that includes the five major parts of plot (exposition, rising action, climax, falling action, and resolution)
6. **Drama:** Ability to create a short play using the conventions appropriate to the genre
7. **Satire:** Understand the purposes of satire and create a satire that applies to a contemporary audience
8. **Poetry:** Develop several series of poems in different styles, following different conventions, that focus on a single theme

III. COURSE OF STUDY

A. Course Name: Creative Writing

B. Grade Level: 10-12

C. Length of Course: One Semester

1. Frequency: Daily

2. Duration: 43 Minutes

D. Academic Level: All Levels

E. Credits: One Half Credit

F. Prerequisite: English 9

G. Course Description: Students will explore various modes of creative writing including poetry, drama, and short story. Students will seek to imitate various styles of writing and become familiar with different aspects of the creative/writing process. Students will work within a writer's workshop format and will be required to peer edit and revise as part of the curriculum.

IV. CONTENT: Creative Writing/Grades 10, 11, 12

CORE CONCEPT 1: Analysis of Author's Style

MAJOR OBJECTIVE: Understand how different authors create style in a variety of methods

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA State Standard 1.3.11</p> <p>Analyze the relationships, uses and effectiveness 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>Teacher will guide students to:</p> <ul style="list-style-type: none"> • Deduces author's theme, tone, and style. • Assesses the contributions of genre to theme. • Compares passages for direct and indirect characterization. • Analyzes short stories for parts of plot. 	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> • Detailed plot diagram • Roundtable discussion • Analytical essay • Oral question and answer • Short answer exam • Student created product 	<ul style="list-style-type: none"> • Instructor generated materials • Textbook resources • Gothic fiction • Romantic literature • Realist literature • Modern literature • Various forms of poetry • A drama/dramatic monologue
<p>PA State Standard 1.3.11</p> <p>Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.</p> <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme rhythm, meter, and alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire). • Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time) 	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"> • Deduces author's theme, tone, and style for poetry. • Assesses contribution of sound techniques, figurative language, and structure to theme. • Compares passages for difference in mood and tone. • Analyzes poetry for theme to explain how a poet creates theme. 	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> • Figurative devices chart • Roundtable discussion • Short answer exam • Student created product • Analytical essay • Metrical analysis 	<ul style="list-style-type: none"> • Instructor generated materials • Textbook resources • Romantic poetry • Realist poetry • Modern poetry • Elizabethan poetry • Shakespearean and Petrarchan sonnets

CONTENT: Creative Writing/Grades 10, 11, 12

CORE CONCEPT 1: Analysis of author's style

MAJOR OBJECTIVE: Understand how different authors create style in a variety of methods

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA State Standard 1.3.11</p> <p>Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Deduces author's theme, tone, and style for poetry.• Assesses contributions of tone and mood to theme.• Describes author's purpose and explain how the work meets that purpose.• Analyzes the contribution of diction to theme.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Class work• Discussion• Short answer exam• Student created product	<ul style="list-style-type: none">• Instructor generated materials• Textbook resources• Realist drama excerpts• Modern drama excerpts• Shakespearean drama excerpts• Dramatic monologues

CONTENT: Creative Writing

CORE CONCEPT 2: Writing Process

MAJOR OBJECTIVE: Expand the use of five step model of writing (prewriting, writing, revision, editing, and publishing)

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA State Standard 1.5.11</p> <p>Write with a sharp, distinct focus.</p> <ul style="list-style-type: none">• Identify topic, task and audience.• Establish and maintain a single point of view.	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Guides self through the writing process.• Orders events logically and cohesively.• Arranges ideas to contribute to a single theme.• Develops characters and settings that are complimentary.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Short story• Poems• Play• Satire• Memoir• Peer revisions• Discussion• Portfolio	<ul style="list-style-type: none">• Instructor generated resources• Textbook resources• Graphic Organizers
<p>PA State Standard 1.5.11</p> <p>Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none">• Gather, determine validity and reliability of, analyze and organize information.• Employ the most effective format for purpose and audience.• Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Determines ideas relevant to main idea/theme of work.• Writes descriptively to establish round characters and complex settings.• Determines genre appropriate to theme and target audience.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Short story• Poems• Play• Satire• Memoir• Peer revisions• Discussion• Portfolio	<ul style="list-style-type: none">• Instructor generated resources• Textbook resources• Graphic organizers

CONTENT: Creative Writing

CORE CONCEPT 2: Writing Process

MAJOR OBJECTIVE: Expand the use of five step model of writing (prewriting, writing, revision, editing, and publishing)

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA State Standard 1.5.11</p> <p>Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none">• Sustain a logical order throughout the piece.• Include an effective introduction and conclusion.	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Writes using traditionally arranged paragraphs with subtle transitions.• Includes the five major parts of plot in pieces of short fiction• Arranges content with specific attention to purpose and audience	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Short story• Poems• Play• Satire• Memoir• Peer revisions• Discussion• Portfolio	<ul style="list-style-type: none">• Instructor generated resources• Textbook resources• Graphic organizers
<p>PA State Standard 1.5.11</p> <p>Write with a command of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• Use different types and lengths of sentences.• Use precise language.	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Uses controlled language that helps to convey the overall purpose or theme of the writing.• Varies sentence length for effect and contribution to the single effect of the work.• Uses a variety of literary devices and figurative language to contribute to the overall impact of the writing.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Short story• Poems• Play• Satire• Memoir• Peer revisions• Discussion• Portfolio	<ul style="list-style-type: none">• Instructor generated resources• Textbook resources• Graphic organizers

CONTENT: Creative Writing

CORE CONCEPT 2: Writing Process

MAJOR OBJECTIVE: Expand the use of five step model of writing (prewriting, writing, revision, editing, and publishing)

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA State Standard 1.5.11</p> <p>Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Contributes to self revision in the editing process of writing with respect to elements of style.• Contributes to the revision of other students' works for stylistic elements.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Short story• Poems• Play• Satire• Memoir• Peer revisions• Discussion• Portfolio	<ul style="list-style-type: none">• Instructor generated resources• Textbook resources• Graphic organizers
<p>PA State Standard 1.5.11</p> <p>Edit writing using the conventions of language.</p> <ul style="list-style-type: none">• Spell all words correctly.• Use capital letters correctly.• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.• Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Contributes to self revision in the editing process of writing with respect to conventions.• Contributes to the revision of other students' works for conventions.• Refines use of grammatical reference tools such as handbooks, MLA guides, and dictionaries.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Short story• Poems• Play• Satire• Memoir• Peer revisions• Discussion• Portfolio	<ul style="list-style-type: none">• Instructor generated resources• Textbook resources• Graphic organizers• Dictionaries

CONTENT: Creative Writing

CORE CONCEPT 2: Writing Process

MAJOR OBJECTIVE: Expand the use of five step model of writing (prewriting, writing, revision, editing, and publishing)

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA State Standard 1.5.11</p> <p>Present and/or defend written work for publication when appropriate.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Presents work for peer review.• Presents work for publication.• Defends creative choices with support and explanation that relates to genre conventions, stylistic conventions, purpose, and audience.• Prepares a portfolio.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Portfolio• Short story• Poems• Play• Satire• Memoir• Peer revisions• Discussion• Oral presentation• Peer conference• Teacher conference	<ul style="list-style-type: none">• Instructor generated resources• Textbook resources• Graphic organizers

CONTENT: Creative Writing

CORE CONCEPT 3: Imitation

MAJOR OBJECTIVE: Ability to create works that imitate different styles of writing such as gothic, romantic, and realistic

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA State Standard 1.2.11</p> <p>Produce work in at least one literary genre that follows the conventions of the genre.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Writes in multiple sub genres of fiction including poetry, satire, drama, and short story.• Imitates various writing styles of noted short fiction writers including but not limited to, Edgar Allan Poe, Nathaniel Hawthorne, John Steinbeck, Virginia Woolf, James Joyce.• Imitates various writing styles of noted poets including, but not limited to, e e cummings, Robert Frost, John Keats, William Shakespeare, Emily Dickinson, Marianne Moore.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Portfolio• Short story• Poems• Play• Satire• Memoir• Peer revisions• Discussion• Oral presentation• Peer conference• Teacher conference• Descriptive writing sample• Gothic sample• Romantic piece• Realist story fragment	<ul style="list-style-type: none">• Instructor generated resources• Textbook resources• Graphic organizers

CONTENT: Creative Writing

CORE CONCEPT 3: Imitation

MAJOR OBJECTIVE: Ability to create works that imitate different styles of writing such as gothic, romantic, and realistic

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA State Standard 1.2.11</p> <p>Produce work in at least one literary genre that follows the conventions of the genre.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Imitates various writing styles of noted dramatists including, but not limited to, Tennessee Williams, Bernard Shaw, William Shakespeare, and Oscar Wilde.• Imitates the writing style of noted satirists including, but not limited to, Nathaniel Hawthorne and Jonathan Swift.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Portfolio• Short story• Poems• Play• Satire• Memoir• Peer revisions• Discussion• Oral presentation• Peer conference• Teacher conference• Descriptive writing sample• Gothic sample• Romantic piece• Realist story fragment	<ul style="list-style-type: none">• Instructor generated resources• Textbook resources• Graphic organizers

CONTENT: Creative Writing

CORE CONCEPT 4: Personal Narrative/Memoir

MAJOR OBJECTIVE: Ability to create an autobiographical account that offers a general truth about life

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA State Standard 1.4.11</p> <p>Write short stories, poems and plays.</p> <ul style="list-style-type: none">• Apply varying organizational methods.• Use relevant illustrations.• Utilize dialogue.• Apply literary conflict.• Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic).• Include literary elements (Standard 1.3.11.B).• Use literary devices (Standard 1.3.11.C).	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Applies varying methods of organization across different works of the same genre.• Integrates dialogue as a means of indirect characterization using the appropriate conventions.• Shows an understanding of the differences between conflict and apply literary conflict to a personal experience.• Develops a theme from a personal experience.• Includes varying moods and tones.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Personal narrative• Memoir• Peer revisions• Discussion• Teacher conference	<ul style="list-style-type: none">• Instructor generated resources• Textbook resources• Graphic organizers

CONTENT: Creative Writing

CORE CONCEPT 5: Short Story

MAJOR OBJECTIVE: Ability to create a short story that includes the five major parts of plot (exposition, rising action, climax, falling action, and resolution)

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA State Standard 1.4.11</p> <p>Write short stories, poems and plays.</p> <ul style="list-style-type: none">• Apply varying organizational methods.• Use relevant illustrations.• Utilize dialogue.• Apply literary conflict.• Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic).• Include literary elements (Standard 1.3.11.B).• Use literary devices (Standard 1.3.11.C).	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Arranges short story events to flow with the traditional outline of a plot.• Uses more than one literary conflict.• Correctly uses dialogue for both indirect and direct characterization.• Applies a Modern organizational method to alter the story's content and or theme (e.g. no resolution).• Includes detailed description of setting to provide adequate imagery to the reader.• Integrates two or more significant symbols into the writing that contribute to the theme of the final product.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Short dialogue• Short story• Peer revisions• Progress conference• Working plot diagram or story outline• Alternate ending to the story	<ul style="list-style-type: none">• Instructor generated resources• Textbook resources• Graphic organizers

CONTENT: Creative Writing

CORE CONCEPT 6: Drama

MAJOR OBJECTIVE: Ability to create a short play using the conventions appropriate to the genre

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA State Standard 1.4.11</p> <p>Write short stories, poems and plays.</p> <ul style="list-style-type: none">• Apply varying organizational methods.• Use relevant illustrations.• Utilize dialogue.• Apply literary conflict.• Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic).• Include literary elements (Standard 1.3.11.B).• Use literary devices (Standard 1.3.11.C).	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Applies the proper textual organization while writing a script.• Analyzes the differences among dialogue, monologue, and soliloquy.• Compares the effects of written dialogue and staged dialogue.• Utilizes the appropriate conventions for formal and informal stage directions and uses them to enhance the indirect characterization of the players.• Describes in writing a practical setting that can be easily build and move for the conventions of the theater.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Script for a one act drama• Brief dialogue• Soliloquy with context• Stage diagram and stage directions• Description of the setting• Dramatic monologue	<ul style="list-style-type: none">• Instructor generated resources• Textbook resources• Graphic organizers

CONTENT: Creative Writing

CORE CONCEPT 7: Satire

MAJOR OBJECTIVE: Understand the purposes of satire and create a satire that applies to a contemporary audience

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA State Standard 1.4.11</p> <p>Write short stories, poems and plays.</p> <ul style="list-style-type: none">• Apply varying organizational methods.• Use relevant illustrations.• Utilize dialogue.• Apply literary conflict.• Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic).• Include literary elements (Standard 1.3.11.B).• Use literary devices (Standard 1.3.11.C).	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Applies organizational methods and genre choices appropriate to audience and purpose of satire.• Uses relevant social context to create a satire that is applicable to an issue in either society or the society of the school.• Makes a clear satirical choice with reference to one or more authors studied in the course or in previous courses.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Social satire• Genre-based satire• Peer revisions• Oral presentation• Descriptive paper defining the link between the satire and society or genre.	<ul style="list-style-type: none">• Instructor generated resources• Textbook resources• Graphic organizers

CONTENT: Creative Writing

CORE CONCEPT 8: Poetry

MAJOR OBJECTIVE: Develop several series of poems in different styles, following different conventions, that focus on a single theme

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA State Standard 1.4.11 A</p> <p>Write short stories, poems and plays.</p> <ul style="list-style-type: none">• Apply varying organizational methods.• Use relevant illustrations.• Utilize dialogue.• Apply literary conflict.• Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic).• Include literary elements (Standard 1.3.11.B).• Use literary devices (Standard 1.3.11.C).	<p>Teacher will guide students to:</p> <ul style="list-style-type: none">• Creates poems of varying lengths in traditional and modern formats.• Varies meter to contribute to sound effect of the poem.• Uses sound devices such as alliteration, assonance, consonance, and onomatopoeia to create a unifying effect in a poem.• Utilizes literary devices including personification, metaphor, simile and hyperbole to enhance the theme of the poem.• Creates poetry whose shape reflects the theme.• Varies mood/tone to create feelings that enhance the theme of the poem.• Integrates literary and social allusions to create meaningful relevance.• Avoids cliché and overdone phrasing.• Varies speaker to change voice and meaning.	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Concrete poem• Sound poem• e e cummings poem• Acrostic• Sonnet• Limerick• Haiku• A conceit• Character sketch• Dramatic monologue• Synesthesia poem• Imagist poem• Picture poem• Peer revisions• Portfolio	<ul style="list-style-type: none">• Instructor generated resources• Textbook resources• Graphic organizers

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Students are expected to reach a satisfactory level in the creation, editing, revising, and presentation of creative works of fiction, non fiction, drama, and poetry. These skills include the ability to write complex stories, poems, and plays, imitate noted literary figures in each genre, and create unique pieces that express a message of the writer's choice. Students are also expected to maintain a positive attitude towards classmates, the creative process, and their own efforts.

B. Grading system for all creative writing classes is as follows:

Grading Scale	
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

C. Each student's grade will be determined at the conclusion of each marking period.