Kenilworth Public Schools
Curriculum Guide

Content Area: Creative Writing
Grade: 9-12
BOE Approved: 7-11-2016

Revision Date: January 2020
Submitted by: Nicole Warchol
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Creative Writing- Scope and Sequence

Unit 1- Course intro & intro to Creative Writing	Unit 2- Personal Narrative Writing	Unit 3- Fiction Writing	Unit 4- Poetry
Weeks 1-6	Weeks 7-10	Weeks 11-14	Weeks 15-20
Unit Description: Students will be introduced to the writing workshop model and begin learning about basic poetry and writing techniques, which will be transferred to other genres of writing.	*Unit Description:* Students will compose an essay based on a personal experience that reflects the qualities highlighted in exemplars.	*Unit Description:* Students will explore elements of fiction such as plot, conflict, character and dialogue through a variety of fiction writing opportunities.	*Unit Description:* Students will return to the art of poetry in order to apply the techniques they have learned to more advanced forms.
Unit Targets: • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Produce clear and	*Unit Targets:* • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences,	*Unit Targets:* • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing	*Unit Targets:* • Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. • Vary syntax for effect, apply an

coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 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 tasks, purposes, and audiences.	events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	understanding of syntax to the study of complex texts. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Creative Writing- Grades 9-12 Unit 1

Unit Title: Writing Workshop intro & Intro to Creative Writing	

Unit Summary: Students will be introduced to the writing workshop model and begin learning about basic poetry and writing techniques, which will be transferred to other genres of writing.

Primary Interdisciplinary Connections: English, History, Science, Mathematics

Learning Targets

NJSLS Standards: ELA Literacy H.L.10.3.L.9-10.5/11-12.5; H.L.12.1.L. 9-10.2/11-12.2; H.W.10.2.W.9-10.4, 11-12.3; H.W.10.4.W.9/12,

Technology Standards: 7.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Content Statements:

1	Literary: Analyze techniques used in mentor texts
2	Writing: Drafting, revising, and process
3	Language: Word choice (figurative and sensory language) and description
4	Speaking / Listening: Peer editing and group discussions

Big Idea: Students will be introduced to various techniques of writing and use that knowledge to compose their own writing samples.

Unit Essential Questions:	**Unit Enduring Understandings:**
• How can various forms influence writing styles and what might they impact for the reader? • What does poetry allow writers to highlight or emphasize about an experience that other writing genres might not offer to a reader?	• Writers craft language with intention. • The use of writing techniques helps readers better visualize and understand the experiences, feelings, and topics being described.

Unit Learning Targets
Students will…

• Identify various writing techniques in mentor texts.

• Utilize various writing techniques in their own work.

• Revise writing based on feedback, discussions, and exemplars.

Evidence of Learning

Summative Assessment: Final revisions

Formative Assessments:

• Pre-writing and drafts in various forms
• Free writing
• Conferences

Lesson Plans

Activities/Interdisciplinary Connections	Timeframe
• Poetry vs. Prose: How to use the white space – shape your poem using line breaks.	1-2 weeks
• Painting with words – harnessing imagery to strengthen your writing.	2-4 weeks
• Expanding your repertoire – layering in figurative language	2-4 weeks

Teacher Resources	Teacher Note
• The Academy of Poets • The Poetry Foundation • Dodge Poetry	

Differentiating Instruction:
Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:
• Use of visual and multisensory formats
• Use of assisted technology
• Use of prompts
• Modification of content and student products
• Testing accommodations
• Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:
• Adjusting the pace of lessons
• Curriculum compacting
• Inquiry-based instruction
• Independent study
• Higher-order thinking skills
• Interest-based content
• Student-driven instruction
• Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:
• Pre-teaching of vocabulary and concepts
• Visual learning, including graphic organizers
• Use of cognates to increase comprehension
• Teacher modeling
• Pairing students with beginning English language skills with students who have more advanced English language skills
• Scaffolding
•Word walls
•Sentence frames
•Think-pair-share
•Cooperative learning groups

Unit Title: Personal Narrative Writing	

Unit Summary: Students will compose an essay based on a personal experience that reflects the qualities highlighted in exemplars.

Primary Interdisciplinary Connections: English, History

Learning Targets

NJSLS Standards: H.W.10.1.W.9-10.3 / H.W.12.1.W.11-12.1: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Technology Standards: 7.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Content Statements:

1	Literary: Analyze techniques used in mentor texts
2	Writing: Drafting, sequencing, revising, and process
3	Language: Word choice (figurative and sensory language) and description
4	Speaking / Listening: Peer editing and group discussions

Big Idea: Students will be examine mentor texts in order to ascertain the features of personal essays and then engage in reflection and write their own.

Unit Essential Questions:	**Unit Enduring Understandings:**
• What are the key ingredients to powerful and memorable storytelling? • What can we learn about ourselves through storytelling?	• Clichés distract and don't add to writing. • Personal reflection and awareness are essential components to personal writing. • Organization can enhance storytelling.

Unit Learning Targets
Students will…

• Identify various themes explored and changes undergone by writers in mentor texts.

• Utilize various writing techniques in their own writing.

• Revise writing based on feedback, discussions, and exemplars.

Evidence of Learning

Summative Assessment: Final revision of personal essay

Formative Assessments:

- Pre-writing and drafts in various forms
- Free writing
- Conferences

Lesson Plans	
Activities/Interdisciplinary Connections	*Timeframe*
• Where I'm From poem • Moth Video readings & anthology selections	1-2 weeks 1 week
Teacher Resources	*Teacher Note*
• The Moth Educator Resources & Anthologies	

Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students

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- Use of cognates to increase comprehension
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- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit Title: Fiction Writing
Unit Summary: Students will explore elements of fiction such as plot, conflict, character and dialogue through a variety of fiction writing opportunities.
Primary Interdisciplinary Connections: English, History

Learning Targets

NJSLS Standards: H.W.10.1.W.9-10.3 / H.W.12.1.W.11-12.1: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Technology Standards: 7.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Content Statements:

1	Literary: Analyze techniques used in mentor texts
2	Writing: Plot elements, dialogue, characterization, conflict, theme, sequence
3	Language: Word choice (dialogue) and description
4	Speaking / Listening: Peer editing and group discussions

Big Idea: Students will be examine mentor texts and then engage in multiple writing opportunities that will focus on various elements of fiction writing.

Unit Essential Questions:	**Unit Enduring Understandings:**
• What elements of fiction can be seen in a short story? • What techniques do writers use to engage readers? • How can writers use dialogue to reveal character, increase tension, and move the story forward?	• Elements of fiction in short stories include plot, conflict, characterization, and dialogue • Elements of plot are introduced more quickly but still in succession to mirror the elements of longer fiction • Suspense is created during the exposition and rising action of a short story to develop the conflict, which leads to tension and a heightened readers' interest. • The effect of sequencing on a story's meaning, and how flashbacks and out-of-sequence events help create suspense and interest in a story.

Unit Learning Targets

Students will…

- Learn elements of fiction, including plot structure, sequence, conflict, dialogue, and characterization
- Analyze the use of fictional elements in short story models
- Use pre-writing techniques to design and develop ideas for a short story
- Draft a short story using pre-writing and models and guidelines

Evidence of Learning

Summative Assessment: Fiction Writing Composition

Formative Assessments:

- Partner dialogue writing task
- List poem

Lesson Plans

Activities/Interdisciplinary Connections	*Timeframe*
• Conferences	2-4 weeks
Teacher Resources	*Teacher Note*
• NaNoWriMo Educator and High school guide	

Differentiating Instruction:
Students with Disabilities, English Language Learners, and Gifted & Talented Students

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• Scaffolding
•Word walls
•Sentence frames
•Think-pair-share
•Cooperative learning groups

Creative Writing- Grades 9-12 Unit 4

Unit Title: Poetry	

Unit Summary: Students will return to the art of poetry in order to apply the techniques they have learned to more advanced forms.

Primary Interdisciplinary Connections: Art history

Learning Targets

NJSLS Standards: ELA Literacy H.L.10.2.L.9-10.3; H.L.12.2.L.11-12.3.A; H.L.10.1.L.9-10.2

Technology Standards: 7.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Content Statements:

1	Literary: Analyze techniques used in mentor texts
2	Writing: Drafting, revising, and process
3	Language: Word choice (figurative and sensory language) and description
4	Speaking / Listening: Peer editing and group discussions

Big Idea: Students will be able to intentionally utilize poetry techniques and use that knowledge to craft their own poems, while also exploring different forms.

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do writers use form to enhance meaning?	• Poetic forms can be used to highlight language and enhance meaning.

Unit Learning Targets
Students will…

• Identify various poetry techniques in mentor texts.

• Explore multiple poetic forms.

• Revise writing based on feedback, discussions, and exemplars.

Evidence of Learning

Summative Assessment: Final Revisions

Formative Assessments:
• Pre-writing and drafts in various forms
• Free writing
• Conferences

Lesson Plans

Activities/Interdisciplinary Connections	*Timeframe*
• Ekphrastic Poetry • Poems in Conversation • Elegy • Erasure poems vs. Blackout poems	2-3 weeks

Teacher Resources	*Teacher Note*
• The Academy of Poets • The Poetry Foundation • Dodge Poetry	

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**Differentiating Instruction:
Students with Disabilities, English Language Learners,
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