

Course Name: Creative Writing

Course#: H1612/H1622

Grades: 9-12

Level: 0

Semester: 5x

Credits: 2.5

Course Description:

This course is designed for students who enjoy writing and who wish to develop their skills in creative writing. Emphasis will be placed on narrative writing (short story and memoir) and poetry, with some attention given to screenplay writing, playwriting or children's book creation. Topics emphasized in the short story unit are plotting construction, dialogue, use of description in establishing setting and mood, creation of theme, point of view, and character development. In the poetry unit, word choice, structure, figurative language, sound, and form will be stressed. Much of class time will be devoted to analysis of professional models and writing original pieces. A significant body of work will be required which will culminate in the final project involving production of a creative writing portfolio.

Students electing this course at Level 1 are expected to produce additional pieces beyond course requirements at Level 0 and actively pursue publication of their pieces in the school literary magazine and other venues.

Course Proficiencies:

The following is a list of proficiencies that describes what the students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement.

The learner will demonstrate the ability to:

- Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. (NJSLS.RL.CR.11–12.1.)
- Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. (NJSLS.RL.CI.11–12.2.)
- Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (NJSLS.RL.IT.11–12.3.)
- Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. (NJSLS.RL.TS.11–12.4.)
- Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of

- different media or formats). (NJSLS.RL.PP.11–12.5.)
- Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message). (NJSLS.RL.MF.11–12.6.)
 - Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. (NJSLS.RL.CT.11–12.8.)
 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (NJSLS.W.WP.11–12.4.)
 - 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. (NJSLS.W.RW.11–12.7.) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (NJSLS.SL.PE.11–12.1.)
 - elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (NJSLS.SL.UM.11–12.5.)
 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (NJSLS.SL.AS.11–12.6.)
 - Demonstrate command of the system and structure of the English language when writing or speaking. (NJSLS.L.SS.11–12.1.)
 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (NJSLS.L.KL.11–12.2.)
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. (NJSLS.L.VL.11–12.3.)
 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. (NJSLS.L.VI.11–12.4.)
 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.NW.11–12.3.)

Assessment:

The evaluation of student achievement in this course is based on the following:

- Writing exercises
- In-class writing (various genres)
- Writing journals
- Production of final portfolio
- Submission for publication