

**Union County Educational Services Commission
High School Course Syllabus**

Title: Creative Writing

Timeline: Full Year; 5 Credits

Course Description:

The focus of this course is for students to become familiar with writing across various genres, including short stories, poems, plays, novels, essays. Students will engage in various activities that will inspire their writing. Students will also read texts to promote their writing skills. This course moves students beyond the structured essay and prompts them to write more creative and individual pieces. Students will also learn to work through the writing process of outlining, revising, peer-editing, until final publication.

Course Outline:

- I. Memoir
- II. Short Story
- III. Poetry
- IV. Drama

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:

New Jersey Student Learning Standards - English

Grading Procedures:

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Adoption Date:

Union County Educational Services Commission
Curriculum Mapping Format: Creative Writing

	Unit 1	Unit 2	Unit 3	Unit 4
Length of Unit	10 Weeks	10 Weeks	10 Weeks	10 Weeks
Topic	Memoir	Short Story	Poetry	Drama
Standards	<p>NJLSA.R1. - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R2. - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R4. - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJLSA.R5. - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJLSA.R9. - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare</p>	<p>NJLSA.R1. - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R2. - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R4. - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJLSA.R5. - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJLSA.R9. - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJLSA.W4. - Produce clear and</p>	<p>NJLSA.R1. - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R2. - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R4. - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJLSA.R5. - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJLSA.R9. - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJLSA.W4. - Produce clear and</p>	<p>NJLSA.R1. - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R2. - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R4. - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJLSA.R5. - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJLSA.R9. - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare</p>

<p>the approaches the authors take.</p> <p>NJLSA.W4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W5. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSA.W6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSA.W10. - 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.</p> <p>NJLSA.SL2. - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJLSA.SL3. - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJLSA.SL6. - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJLSA.L1. - Demonstrate command of the conventions of</p>	<p>coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W5. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSA.W6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSA.W10. - 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.</p> <p>NJLSA.SL2. - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJLSA.SL3. - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJLSA.SL6. - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJLSA.L1. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJLSA.L2. - Demonstrate</p>	<p>coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W5. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSA.W6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSA.W10. - 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.</p> <p>NJLSA.SL2. - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJLSA.SL3. - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJLSA.SL6. - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJLSA.L1. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJLSA.L2. - Demonstrate</p>	<p>the approaches the authors take.</p> <p>NJLSA.W4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W5. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSA.W6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJLSA.W10. - 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.</p> <p>NJLSA.SL2. - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJLSA.SL3. - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJLSA.SL6. - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJLSA.L1. - Demonstrate command of the conventions of</p>
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Content	Memoirs	Short Stories	Poems	Plays
Skills	Making Inferences Theme Figurative Language Text Structure The Writing Process	Making Inferences Theme Conflict Characterization Text Structure The Writing Process	Making Inferences Theme Figurative Language Poetic Structure The Writing Process	Making Inferences Theme Figurative Language Text Structure The Writing Process