

TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

EN509S

Creative Writing: Fiction and Poetry

Adopted 06/19/2018

Updated 1/22/19

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

This course will consider the influence of and the relationship between the arts in terms of creative self-expression through the mediums of literature, music, film, and art. In particular, the students will analyze and appreciate the creative works of established writers and creative artists, resulting in the development of their own original writing. Writers will create short fiction which includes children's stories such as fairy tales and fables, a formal short story, a number of poems in both form and free verse, and writing inspired by art.

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1: Poetry & Ekphrasis	RL.11-12.4	W.11-12.5. W.11-12.10. W.11-12.6.	SL.11-12.1 SL.11-12.1b SL.11-12.4	L.11-12.3.
Unit 2: Children's Stories	RL.11-12.3 RL.11-12.4 RL.11-12.5	W.11-12.3. W.11-12.5. W.11-12.7. W.11-12.10.	SL.11-12.1 SL.11-12.1b SL.11-12.4	L.11-12.3.
Unit 3: Short Stories	RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.10	W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6	SL.11-12.1 SL.11-12.1b SL.11-12.4	L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5

Additional Standards

Unit	WIDA	Technology	21st Century / Career
1	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2	ELP STANDARD 2: The Language of	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers 	Standard 9.1 All students will demonstrate the creative, critical thinking,

	Language Arts	<p>and/or professionals in that related area for review.</p> <ul style="list-style-type: none"> ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	<p>collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
3	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	<p>Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	30
Unit 2	30
Unit 3	30

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

Unit 1	Unit 2	Unit 3
various historically pertinent pieces of art and sculpture	various topics based on student choice and interest	

Unit 1: Poetry & Ekphrasis

Unit Summary

Since this is a writing elective, the focus is on writing skills. Writing skills include poetry, group collaboration, editing/revising, prewriting, peer reviewing, and reflective journals. These skills will help improve students' overall writing skills by providing them with a variety of genres.

Essential Questions

- What is the purpose of writing poetry?
- How can a writer defeat writer's block?
- What are examples of different types of poetry?
- How can a writer incorporate different literary devices into his/her writing?
- How can peer review help a writer improve?
- What are effective methods of revision?
- What is ekphrasis?
- What elements of a piece should a writer analyze when writing about art?
- How does free writing help a writer?
- How does self-reflection and editing improve a writer's work?

READING

Critical Knowledge and Skills	Standards
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
Suggested Materials/Educational Resources	
peer review form, poetry term definitions, copies of poems	

WRITING

Critical Knowledge and Skills	Standards
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	W.11-12.3d
Develop and strengthen writing as needed	W.11-12.5.
Write routinely over extended time frames	W.11-12.10.
Suggested Materials/Educational Resources	

poem directions, notes on freewriting and poetry styles

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions	SL.11-12.1.
Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.	SL.11-12.1b
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
Suggested Materials/Educational Resources	
peer review form	

LANGUAGE

Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.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.	L.11-12.3
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
Suggested Materials/Educational Resources	
peer review form, poetry directions	

ASSESSMENT PLAN

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Poetry analysis Freewriting activity peer review	Unit portfolio

District/School Texts		District/School Supplementary Materials	
District/School Writing Tasks			
Task	Primary Focus	Secondary Focus	
Poem writing	following structure and form	use of language/style	

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS			
https://docs.google.com/a/twpunionschools.org/document/d/1722CVKt-oE_mIQmFoQn7DsOZHI4AQWoaIOGwY5P2Z2Y/edit?usp=sharing			
https://docs.google.com/a/twpunionschools.org/document/d/1jzgpv5w8zRRFE62ePwqG-HxoNKY_Y3ihqQiTWYF6-w8/edit?usp=sharing			

Unit 2: Children's Stories

Unit Summary

Since this is a writing elective, the focus is on writing skills. Writing skills include narrative writing, group collaboration, researching, editing/revising, prewriting, peer reviewing, and reflective journals. These skills will help improve students' overall writing skills by providing them with a variety of genres.

Essential Questions

- How can a fable teach a lesson (moral)?
- What are the elements of a fable?
- What is the difference between a fairy tale and a folk tale?
- What are the elements of a fairy tale/folk tale?
- How can parody, satire, and/or irony be used to fracture a fairy tale?
- How can peer review help a writer improve?
- What are effective methods of revision?
- How can prewriting help a writer plan out a narrative?

READING

Critical Knowledge and Skills	Standards
Analyze the impact of the author's choices 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).	RL.11-12.3
. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5

Suggested Materials/Educational Resources

copies of children's stories and fables

WRITING

Critical Knowledge and Skills	Standards
Write narratives to develop real or imagined experiences Develop and strengthen writing as needed Conduct short as well as more sustained research projects to answer a question Write routinely over extended time frames	W.11-12.3. W.11-12.5. W.11-12.7. W.11-12.10.
Suggested Materials/Educational Resources	
PowerPoint notes, prewriting packets, assignment directions	

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions	SL.11-12.1.
Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.	SL.11-12.1b
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
Suggested Materials/Educational Resources	
teacher conference form, peer review form, copies of children's stories and fables, <i>Shrek 2</i>	

LANGUAGE

Critical Knowledge and Skills	Standards
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	L.11-12.3.
Suggested Materials/Educational Resources	
assignment directions	

ASSESSMENT PLAN

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
Fables Peer review Fairy tale Movie project		Unit portfolio	
District/School Texts		District/School Supplementary Materials	
none		<i>Shrek 2</i>	
District/School Writing Tasks			
Task	Primary Focus	Secondary Focus	
Fractured fairy tale project	narrative writing	research	

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

<http://aesopfables.com/>
https://docs.google.com/a/twpunionschools.org/document/d/1UxrbJVWhzMMKIrEseDEEQPo8ehxdGS8LDsY4Rq1_OGQ/edit?usp=sharing

Unit 3: Short Stories

Unit Summary

Students will focus on the elements of a short story and writing a cohesive plot and strong characters. Students will work on character development, plot development, and effective dialogue. Writing activities include independent writing, editing/revising, free writing, peer reviewing, and reflective journals.

Essential Questions

1. What are the essential elements of a short story?
2. What literary techniques should a student know and what reading strategies should a student apply when reading a short story?
3. What writing techniques should students employ when writing a short story?

READING

Critical Knowledge and Skills	Standards
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact	RL.11-12.5
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.6
By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.	RL.11-12.10

Suggested Materials/Educational Resources

Selected short stories
Short story analysis worksheet

WRITING

Critical Knowledge and Skills	Standards
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6

Suggested Materials/Educational Resources

Practice writing activities
Revision worksheets

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions	SL.11-12.1.
Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.	SL.11-12.1b
Present information, findings and supporting evidence clearly, concisely, and	SL.11-12.4

logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	
Suggested Materials/Educational Resources	
Peer revision worksheets	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
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.	L.11-12.3
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
Suggested Materials/Educational Resources	
Figurative language terms dictionary thesaurus	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Terms quiz Class work exercises Journaling/free writes	Unit Portfolio Original Short Story	
District/School Texts	District/School Supplementary Materials	
n/a	n/a	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Original Short Story	Narrative writing	grammar and conventions

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

[Short Story PPT](#)