Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:
Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

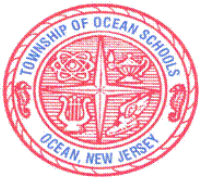**School:**   Ocean Township High School

Course: Creative Writing I

Department: English

Board Approval	Supervisor	Notes
August 2009	Jane VanNosdall	Born Date
August 2017	Ian Schwartz	Revisions
March 2019	Ian Schwartz	Revisions
August 2019	Ian Schwartz	Revisions

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	Pacing Guide		
Week	Marking Period 1	**Week**	Marking Period 3
1	The Creative Process	11	Poetry
2	The Creative Process	12	Poetry
3	The Creative Process	13	Poetry
4	The Creative Process	14	Poetry
5	The Creative Process	15	Poetry
Week	Marking Period 2	**Week**	Marking Period 4
6	Genre Writing	16	Portfolio Work
7	Genre Writing	17	Portfolio Work
8	Genre Writing	18	Portfolio Work
9	Genre Writing	19	Portfolio Work
10	Genre Writing	20	Portfolio Work

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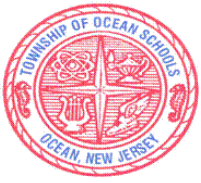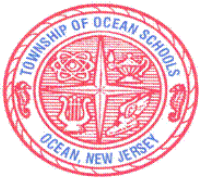Office of Teaching and Learning

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Core Instructional & Supplemental Materials including various levels of Texts
● Sheena Gillespie, Terezinha Fonseca and Tony Pipolo: *Literature Across Cultures* 4th Edition ● McDougal Littell *The Language of Literature* (9th & 10th grade editions) ● Stacey Cotrufo *Introduction to Creative Writing*

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Time Frame	5 Weeks

Topic

The Creative Process

Essential Questions

- How do personal experiences depicted through writing serve an alternative purpose other than self-expression?
- How do writers vary their writing for different purposes and audiences?
- How is reading/observing a process of constructing meaning from text?

Enduring Understandings

- Writing is a means of self-expression and explores the depth of human the condition, conflicts, and motivation.
- Writing requires a knowledge of literary elements and forms as well as study other writers.
- Writing requires time and effort and writers read and write everyday to expand their imagination and exposure/use of language.

Alignment to Standards

LA.W.9-10.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic WRITING) while attending to the norms and conventions of the discipline in which they are WRITING.
LA.L.9-10.3.A - Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.W.9-10.4 - - Produce clear and coherent WRITING in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.W.9-10.5 - - 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.
LA.W.9-10.6 - - Use technology, including the Internet, to produce, share, and update individual or shared WRITING products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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LA.W.9-10.10 - - 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.

Learning Activities & Key Concepts and Skills

Activities:

- Free-write/Journal/Blogging daily
- Reading published authors
- Personal Narrative writing
- Individual reflection/editing
- Observational writing
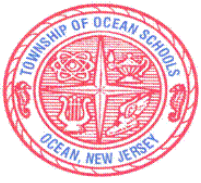
Key Concepts & Skills:

- Students will demonstrate understanding of language forms, word relationships, effects of word choice, and nuances in word meanings.
- Students will apply knowledge of language to make effective writing choices for meaning, style, and purpose.
- Students will write routinely over extended periods of time as well as shorter frames depending on task, purpose, and audience.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, etc. while focusing on addressing what is most significant for a specific purpose and audience.
- Students will use technology, including the Internet, to produce, share, and update individual or shared writing products.
- Students will collaborate and discuss classroom topics in a respectful manner.
- Students will read, discuss, and write about selected sources that focus on writers and their craft.

Assessments

Formative:

- Formative assessment of student journals on a daily basis
- Formative assessment of daily "Writing Warm-ups"
- Participation in class discussion about the writing process and how to avoid "writer's

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block"

Summative:
- Produce three pieces of writing for peer and teacher evaluation.

Alternative:

- Willingness to peer collaborate and reflect/edit accordingly
- Oral and technology-based presentation of writing
- Personal growth through writing evaluation exercises

Career Education

CRP2. Apply appropriate academic and technical skills
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity.

21st Century Skills

Online Blogging/Publishing:
9.3.IT- WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.

Interdisciplinary Connections

Students will read and analyze the craft of published authors, including informational texts from other content areas:
LA.9-10.RH.9-10.10 -By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
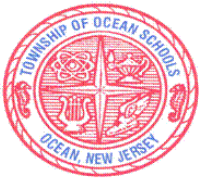LA.9-10.RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Technology Integration

- Blog Writing (On-Going):
  Students will use Google's Blog Engine to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates.
- Author Conferences through Facetime/Google Hangouts
- Students will select the media platform which best suits their project needs.
  - TECH.8.1.12.C.CS2 Communicate information and ideas to multiple
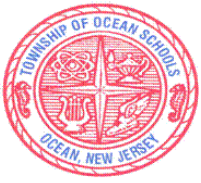
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audiences using a variety of media and formats.

Time Frame	5 Weeks

Topic
Genre Writing

Essential Questions

- How does studying/reading a genre help an author write in that genre and engage readers?
- How do certain genres in writing require different approaches?
- How do writers vary their writing for different purposes and audiences?
- How does the genre of writing selected affect the story or idea being presented to the reader? How do authors use multiple modalities to communicate a message?
- How has technology affected the publication process?

Enduring Understandings

- Writing requires a knowledge of literary elements and forms as well as concepts and ideas from history, art, music and more.
- Writing is a multi-stage, reflective process.
- Writing benefits from collaboration and feedback
- Writing requires time and effort and writers read and write everyday to expand their imagination and exposure/use of language.

Alignment to Standards

LA.W.9-10.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic WRITING) while attending to the norms and conventions of the discipline in which they are WRITING.
LA.L.9-10.3.A - Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.W.9-10.4 - - Produce clear and coherent WRITING in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.W.9-10.5 - - 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.
LA.W.9-10.6 - - Use technology, including the Internet, to produce, share, and update individual or shared WRITING products, taking advantage of technology's capacity to link to

other information and to display information flexibly and dynamically.
LA.W.9-10.10 - - 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.

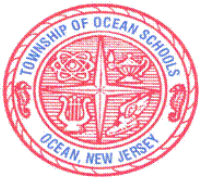## Learning Activities & Key Concepts and Skills

Activities:

- Reading published authors
- Group discussion of fiction/non-fiction/graphic novels/blogs/screenplay/plays/spoken word etc.
- Examination of short stories in the thriller and romance category
- Using imagery to expand vocabulary and effective story-telling by the use of foods and experiences with a diary on those experiences.
- Evaluation of television shows for plot writing and characterization using contemporary shows as well as classics.
- Submission of different writing genres including: drama, dialogue, varied genres of short story writing: thriller, romance, documentary etc.
- Presentation of storyboards to discuss plot pitfalls and characterization.
- Peer review and round table readings.

Key Concepts & Skills:

- Students will demonstrate understanding of language forms, word relationships, effects of word choice, and nuances in word meanings.
- Students will apply knowledge of language to make effective writing choices for meaning, style, and purpose.
- Students will write routinely over extended periods of time as well as shorter frames depending on task, purpose, and audience.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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- Students will use technology, including the Internet, to produce, share, and update individual or shared writing products.
- Students will collaborate and discuss classroom topics in a respectful manner.
- Students will read, discuss, and write about selected sources that focus on writers and their craft.

Assessments

Formative:

- Formative assessment of daily "Writing Warm-ups"
- Participation in class discussion
- Teacher and peer evaluation and suggestion: "Writer's Workshop"

Summative:
- Publication/performance of personally chosen "best work"

Alternative:

- Willingness to peer collaborate and reflect/edit accordingly
- Oral and technology-based presentation of writing for class anthology

Career Education

CRP2. Apply appropriate academic and technical skills
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity.

21st Century Skills

Online Publishing:
9.3.IT- WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.

Interdisciplinary Connections

Students will read non-fiction texts from a variety of content areas, including Social Studies and Science and examine art forms for inspiration.
LA.9-10.RH.9-10.10 -By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
VPA.1.1.12.D.CS1 - Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

Technology Integration

- Blog Writing (On-Going):
  Students will use Google's Blog Engine to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates.
- ○ TECH.8.1.12.C.CS2 Communicate information and ideas to multiple audiences using a variety of media and formats.

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- Author Conferences through Facetime/Google Hangouts
- Students will select the media platform which best suits their project needs.

Time Frame	5 Weeks

Topic

Poetry

Essential Questions

- How does studying/reading poets help an author write in that genre and engage readers?
- How can poetry be an expression of visual art for others as well as personal expression?
- How can creative writing such as poetry be available for mass appreciation?

Enduring Understandings

- Writing is a means of self-expression and explores the depth of human condition, conflicts, and motivation.
- Writing requires a knowledge of literary elements and forms.
- Writing is a multi-stage, reflective process.
- Writing benefits from collaboration and feedback
- Writing requires time and effort and writers read and write everyday to expand their imagination and exposure/use of language.

Alignment to Standards

LA.W.9-10.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic WRITING) while attending to the norms and conventions of the discipline in which they are WRITING.
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LA.W.9-10.10 - - 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.

Learning Activities & Key Concepts and Skills

Activities:

- Reading published authors
- Writing poetry through emulation of "famous" poets
- Poetry with photography (Polaroid "Best Part of Me")
- Individual reflection/editing
- Blackout poetry
- Poetry on objects
- Poetry for a purpose (social-emotional connection)

Key Concepts & Skills:

- Students will demonstrate understanding of language forms, word relationships, effects of word choice, and nuances in word meanings.
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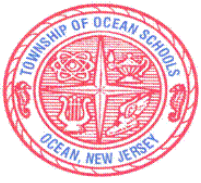
Assessments

Formative:

- Formative assessment of student journals on a daily basis
- Formative assessment of daily "Writing Warm-ups"
- Participation in class discussion

Summative:

- Publication of personally chosen "best work" for showcasing
- Art installation of poems on objects

Alternative:

- Willingness to peer collaborate and reflect/edit accordingly
- Oral and technology-based presentation of writing
- Using objects as canvases for poetry

Career Education

CRP2. Apply appropriate academic and technical skills
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity.

21st Century Skills

Publishing:
9.3.IT- WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.

Interdisciplinary Connections

Students will read and connect artwork to poetry for a full visual poetic experience:
VPA.1.1.12.D.CS1 - Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

Technology Integration

- Blog Writing (On-Going):
  Students will use Google's Blog Engine to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates.
- ○ TECH.8.1.12.C.CS2 Communicate information and ideas to multiple audiences using a variety of media and formats.
- Author Conferences through Facetime/Google Hangouts
- Students will select the media platform which best suits their project needs.

Time Frame	5 Weeks

Topic
The Portfolio

Essential Questions

- How do personal experiences depicted through writing serve an alternative purpose other than self-expression?
- How do writers compile their works for use in anthologies or publication?
- How does the genre of writing selected affect the story or idea being presented to the reader? How do authors use multiple modalities to communicate a message?
- How has technology affected the publication process?

Enduring Understandings

- Writing is a means of self-expression and explores the depth of human condition, conflicts, and motivation.
- Writing requires a knowledge of literary elements and forms.
- Writing is a multi-stage, reflective process.
- Writing benefits from collaboration and feedback
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Learning Activities & Key Concepts and Skills

Activities:

- Individual reflection/editing
- Peer collaboration/editing
- Submission of different writing genres including: short story, personal narrative, monologue, drama, dialogue, varied poetry forms, memoirs, news articles, and blogs
- Students will submit writing for publication
- Students will create a class publication

Key Concepts & Skills:

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- Students will collaborate and discuss classroom topics in a respectful manner.
- Students will read, discuss, and write about selected sources that focus on writers and their craft.

Assessments

Formative:

- Participation in class discussion
- Discussion with published authors on the working life of a writer

Summative:
- Publication of personally chosen "best work"

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Benchmark:
- Final Exam

Alternative:

- Willingness to peer collaborate and reflect/edit accordingly
- Oral and technology-based presentation of writing
- Collection of writing portfolio

Career Education

CRP2. Apply appropriate academic and technical skills
CRP6. Demonstrate creativity and innovation
CRP11. Use technology to enhance productivity.

21st Century Skills

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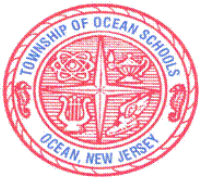
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- Author Conferences through Facetime/Google Hangouts

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- Students will select the media platform which best suits their project needs.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
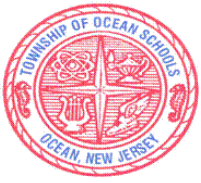- Follow all IEP modifications

At-Risk Students:
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations

- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:
- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Common Misconceptions
Students may encounter difficulty when tasked with: - Writing about themselves - Exploring their creativity - Revising - Allowing peers to review or hear their writing