

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: Creative Writing (#0128)

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EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: English / Language Arts

Course Title: **Creative Writing (#0128)**

UNIT/STANDARD #: Unit 1: Introduction to Fiction, Journals and the Workshop Process

LEARNING OUTCOME: To help students understand the beginnings of fiction as an art form and as a sociological and psychological marker for people in all cultures, to introduce students to the use of journals, and to introduce students to peer evaluation, critiquing, and the workshop process.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Understand the history and origins of fiction and will examine different genres. Learn to use daily journal writing as a means of exploring ideas, understanding the writing process, and practicing the techniques of fiction writing. Learn to read his own work aloud and accept feedback from his peers; learn to critique other students' work constructively and kindly.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Students will</p> <ol style="list-style-type: none"> 1) Lecture and discussion on early fiction: styles, genres, and historical periods 2) Students will visit to peruse fiction section and create a list of genres; then, students compile lists of elements of fiction that occur in different genres. 3) Students will keep a daily journal. On some days students will write freely, while on other days they will have prescribed topics or ideas. For example, they will write for 15 minutes about a favorite place or about an emotion. 4) Students will read Colette's "The Other Wife" and discuss it in workshop fashion, offering their views on what works in the story and what does not. 5) Students will read short pieces of their own to the class for practice in giving and receiving criticism. 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will share their writing with the class and receive peer and teacher evaluations.</p> <p>Student conference with one-on-one work with the teacher regarding improvements, and progress will be monitored by teacher and student.</p>	<p>4. What will we do if students don't learn? Student will practice skills until they are improved.</p> <p>5. What will we do if students already know it? There is no mastery in creative writing. All students can improve their skills.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Analyze the way in which the theme or meaning of a selection represents a view of comment on life, using textual evidence to support the claim.

3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

Writing

1.2 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes.

1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology

1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

Writing Applications (Genres and their Characteristics)

2.1 Write fictional, autobiographical, or biographical narratives.

2.2 Write responses to literature.

Written and Oral Language Conventions

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

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UNIT/STANDARD #: Unit 2: Setting

LEARNING OUTCOME: Students will study the use of setting in fiction and will begin to incorporate detailed settings in their own writing.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Understand the use of setting in fiction.</p> <p>Use the five senses in creating a setting.</p> <p>Understand and use setting as backdrop and a means of creating tone or atmosphere.</p> <p>Understand and use setting as a driving force in the plot.</p> <p>Understand and use setting as character Enhancement.</p> <p>Understand the function of setting in a novel.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Students will read Jack London's "To Build A Fire" and the opening of Edgar Allan Poe's "The Fall of the House of Usher," and will discuss how the settings determine much of what the stories will be about.</p> <p>Students will write descriptions of settings in an attempt to create distinct tones, atmospheres, and/or backdrops.</p> <p>Students will take short walking tours around campus and will describe in their journals a variety of settings.</p> <p>Read Stephen Crane's "The Open Boat" and discuss the use of setting as antagonist.</p> <p>Students write short exercises in creating settings that help to show something about the character in that setting.</p> <p>Students will begin reading "Of Mice and Men", and will begin analysis of Steinbeck's use of setting.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will share their writing with the class and receive peer and teacher evaluations.</p> <p>Student conference with one-on-one work with the teacher regarding improvements, and progress will be monitored by teacher and student.</p>	<p>4. What will we do if students don't learn? Student will practice skills until they are improved.</p> <p>5. What will we do if students already know it? There is no mastery in creative writing. All students can improve their skills.</p>

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UNIT/STANDARD #: Unit 3: Characterization

LEARNING OUTCOME: Students will study the use of characterization in fiction, and will learn to use different methods of characterization in their own writing.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Learn the differences between direct and indirect characterization.</p> <p>Learn to create indirect characterization through the use of a character's actions, thoughts, appearance, speech and other characters' thoughts and dialogue about a character.</p> <p>Analyze the function of indirect characterization in a novel.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Students will read and discuss Chapter 3: Character in The Truth About Fiction.</p> <p>Students will read John Updike's "A&P" and will discuss how Updike has used indirect characterization.</p> <p>Students will write short scenes in which they create characters without using any direct characterization.</p> <p>Students will discuss and make notes on the characterization in Of Mice and Men.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will share their writing with the class and receive peer and teacher evaluations.</p> <p>Student conference with one-on-one work with the teacher regarding improvements, and progress will be monitored by teacher and student.</p>	<p>4. What will we do if students don't learn? Student will practice skills until they are improved.</p> <p>5. What will we do if students already know it?</p> <p>There is no mastery in creative writing. All students can improve their skills.</p>

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UNIT/STANDARD #: Unit 4: Plot and Conflict

LEARNING OUTCOME: Students will study the function of plot and conflict in fiction and will learn the elements of a successful plot.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Review the traditional plot diagram for fiction: (exposition, narrative hook, rising action, climax, falling action, and denouement).</p> <p>Learn, and experiment with, different types of conflict (man vs. man, man vs. nature, man vs. self, man vs. other).</p> <p>Learn to analyze an author's use of plot.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Students will create a detailed plot diagram for <i>Of Mice and Men</i>.</p> <p>Students will read Shirley Jackson's "The Lottery," and will critique the plot.</p> <p>Students will create plot diagrams for hypothetical stories in each of the conflict types. Students will then choose one of their own plots to begin fleshing out into a short story.</p> <p>Students will write an analytical essay on the uses of setting, characterization, and plot in <i>Of Mice and Men</i>.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will share their writing with the class and receive peer and teacher evaluations.</p> <p>Student conference with one-on-one work with the teacher regarding improvements, and progress will be monitored by teacher and student.</p>	<p>4. What will we do if students don't learn? Student will practice skills until they are improved.</p> <p>5. What will we do if students already know it? There is no mastery in creative writing. All students can improve their skills.</p>

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UNIT/STANDARD #: Unit 5: Dialogue

LEARNING OUTCOME: Students will study to uses of and will learn to use dialogue in fiction.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Learn the mechanics of written dialogue.</p> <p>Analyze different authors' use of dialogue to convey information about characters and plot.</p> <p>Learn to create character through dialogue.</p> <p>Learn to use dialogue to further a plot.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Students will read and discuss Chapter 7: Point of View in The Truth About Fiction. Students will read excerpts from several teacher-provided stories, and will determine the point of view of each narrator.</p> <p>Students will read John O'Hara's "Do You Like It Here?" and will analyze why the author chose the third-person limited narration.</p> <p>Students will write a scene using a first-person narrator.</p> <p>Students will rewrite the same scene using a third-person limited narrator.</p> <p>Students will rewrite the same scene a third time using a third-person omniscient narrator.</p> <p>Students will analyze the use of each type of point of view used in their scenes (above), and will then flesh out their scene/story using the point of view that will best serve the story they mean to tell.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will share their writing with the class and receive peer and teacher evaluations.</p> <p>Student conference with one-on-one work with the teacher regarding improvements, and progress will be monitored by teacher and student.</p>	<p>4. What will we do if students don't learn? Student will practice skills until they are improved.</p> <p>5. What will we do if students already know it? There is no mastery in creative writing. All students can improve their skills.</p>

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UNIT/STANDARD #: Unit 6: Point of View

LEARNING OUTCOME: Students will study the uses of and will learn to use point of view in fiction.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) Learn about and be able to identify different points of view in fiction; first-person narration, third-person limited narration, and third-person omniscient narration. Learn to use first-person narration. Learn to use third-person limited narration. Learn to use third-person omniscient narration. Practice choosing which type of narration will best serve a certain story.</p>	<p>2. Instructional strategies that will be used to engage students. Students will read and discuss Chapter 7: Point of View in The Truth About Fiction. Students will read excerpts from several teacher-provided stories, and will determine then point of view of each narrator. Students will read John O'Hara's "Do You Like It Here?" and will analyze why the author chose the third-person limited narration. Students will write a scene using a first-person narrator. Students will rewrite the same scene using a third-person limited narrator. Students will rewrite the same scene a third time using a third-person omniscient narrator. Students will analyze the use of each type of point of view used in their scenes (above), and will then flesh out their scene/story using the point of view that will best serve the story they mean to tell.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples. Students will share their writing with the class and receive peer and teacher evaluations. Student conference with one-on-one work with the teacher regarding improvements, and progress will be monitored by teacher and student.</p>	<p>4. What will we do if students don't learn? Student will practice skills until they are improved. 5. What will we do if students already know it? There is no mastery in creative writing. All students can improve their skills.</p>

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UNIT/STANDARD #: Unit 7: Symbolism and Theme

LEARNING OUTCOME: Students will study the uses of and will experiment with the use of symbolism and theme in fiction.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) Learn to recognize symbolism in fiction. Use symbolism in his or her fiction. Learn to recognize themes in fiction; analyze the use of symbolism and theme in three short stories from the anthology Use themes in his or her fiction.</p>	<p>2. Instructional strategies that will be used to engage students. Students read and discuss Chapter 8: Style - Symbolism in The Truth About Fiction. Students identify symbols in our society, and discuss what they generally signify. Students make a short list of friends and relatives, and attempt to match some sort of symbol to each person. Students write a short scene in which a person's symbol helps to convey something about that person's character. Students will read Nathaniel Hawthorne's "The Birthmark," Guy de Maupassant's "The Necklace," and Luigi Pirandello's "War," and will write a paper analyzing the authors' treatments of symbolism and theme. Students will write a short story in which a theme is clearly implied, but not overtly stated.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples. Students will share their writing with the class and receive peer and teacher evaluations. Student conference with one-on-one work with the teacher regarding improvements, and progress will be monitored by teacher and student.</p>	<p>4. What will we do if students don't learn? Student will practice skills until they are improved. 5. What will we do if students already know it? There is no mastery in creative writing. All students can improve their skills.</p>

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UNIT/STANDARD #: Unit 8: Tone and Voice

LEARNING OUTCOME: Students will study and experiment with different authorial tone and voices in fiction

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Understand how diction and syntax affect tone.</p> <p>Learn to choose vocabulary and create sentence structure purposefully to convey a certain tone.</p> <p>Analyze an author's diction and syntax.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Students will read and discuss Chapter 8- Style/Diction in The Truth About Fiction. Teacher will provide a number of excerpts to illustrate a wide variety of styles and tones formed by specific choices in diction and syntax.</p> <p>Students will pick out words and phrasing that denote a certain style or tone.</p> <p>Students will write a scene several times, using different diction and syntax in each so as to create different tones and/or styles in the writings.</p> <p>Students will read Toni Cade Bambara's "the Lesson" and will write a short paper discussing Bambara's diction and syntax, and how each serves the story.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will share their writing with the class and receive peer and teacher evaluations.</p> <p>Student conference with one-on-one work with the teacher regarding improvements, and progress will be monitored by teacher and student.</p>	<p>4. What will we do if students don't learn? Student will practice skills until they are improved.</p> <p>5. What will we do if students already know it? There is no mastery in creative writing. All students can improve their skills.</p>

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UNIT/STANDARD #: Unit 9: Revision, Editing, and Rewriting

LEARNING OUTCOME: To teach students that the best writing grows out of intense revision, editing, and rewriting. Students will revise and rewrite their own works of fiction.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Edit his or her own and others' work.</p> <p>Learn to revise his or her work, attempting to deepen the fiction.</p> <p>Rewrite his or her work based on editing, ideas for revision, and critiques from other students.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Students will engage in peer editing of Manuscripts.</p> <p>Students will revise their manuscripts based on their own deepening ideas about the purpose of the piece, and on their peers' comments and critiques.</p> <p>Students will rewrite their stories, attempting to successfully juggle all the elements of fiction they have studied and practiced thus far.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will share their writing with the class and receive peer and teacher evaluations.</p> <p>Student conference with one-on-one work with the teacher regarding improvements, and progress will be monitored by teacher and student.</p>	<p>4. What will we do if students don't learn? Student will practice skills until they are improved.</p> <p>5. What will we do if students already know it?</p> <p>There is no mastery in creative writing. All students can improve their skills.</p>

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UNIT/STANDARD #: Unit 10: Submission and Publication

LEARNING OUTCOME: To have students prepare a manuscript for submission and publication.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Learn how to properly format a manuscript for submission and publication.</p> <p>Do research on which publications are open to receiving submissions from young writers.</p> <p>Learn appropriate business letter format and style for query letters to editors and publishers.</p> <p>Submit one piece to an appropriate editor/publication.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Students will study Appendix - Manuscript Style in The Truth About Fiction.</p> <p>Students will put one of their own stories into appropriate format for submission.</p> <p>Students will study Appendix - Manuscript Style in The Truth About Fiction.</p> <p>Teacher will provide sources and create a list of publications that accept students' works.</p> <p>Students will research possible places to submit, and will evaluate appropriateness of their stories for specific publications.</p> <p>Teacher will instruct students on proper business letter format, and query letter content and style.</p> <p>Students will compose query letters for their submissions.</p> <p>Students will submit at least one piece for Publication.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Students will share their writing with the class and receive peer and teacher evaluations.</p> <p>Student conference with one-on-one work with the teacher regarding improvements, and progress will be monitored by teacher and student.</p>	<p>4. What will we do if students don't learn? Student will practice skills until they are improved.</p> <p>5. What will we do if students already know it? There is no mastery in creative writing. All students can improve their skills.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Analyze the way in which the theme or meaning of a selection represents a view of comment on life, using textual evidence to support the claim.

3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

Writing

1.2 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes.

1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology

1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

Writing Applications (Genres and their Characteristics)

2.1 Write fictional, autobiographical, or biographical narratives.

2.2 Write responses to literature.

Written and Oral Language Conventions

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

1.3 Reflect appropriate manuscript requirements in writing.

2.3 Deliver oral responses to literature.