

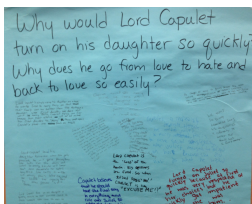
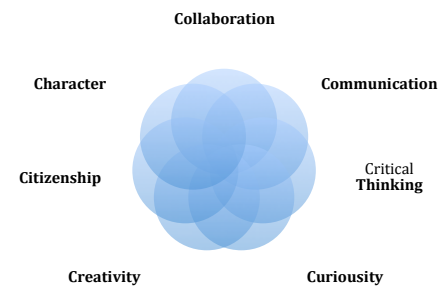


Content Area	Grades 10-12
<p><b>Creative Writing</b></p> <div data-bbox="184 532 342 750">  </div> <div data-bbox="394 529 623 750">  </div> <div data-bbox="678 548 928 750">  </div>	<p><b>R14 The Seven Cs of Learning</b></p> <div data-bbox="1388 532 1829 816">  </div>
Unit Titles	Length of Unit/Contact Hours
<ul style="list-style-type: none"> <li><i>Fundamentals of Poetry &amp; POV</i></li> </ul>	<p>8-10 weeks (Quarter 1)</p>
<ul style="list-style-type: none"> <li><i>Developing Author's Voice</i></li> </ul>	<p>8-10 weeks (Quarter 2)</p>



<b>Strands</b>	<b>Creative Writing Course Level Expectations</b>
<b>Poetry</b>      <b>Prose and Drama</b>	<ul style="list-style-type: none"> <li>• Writers refine and hone their writing skills.</li> <li>• Writers can write in a range of poetic forms and apply figurative language in their own poetry.</li> <li>• Writers can explore one theme/topic through a series of inter-related poems</li> <li>• Writers can share their poetry and prose in both small and large group settings and share in a formal presentation.</li> <li>• Writers self evaluate and peer evaluate in a respectful manner that provides insightful and useful feedback</li> <li>• Writers understand different POVs available to an author and the effect of each.</li> <li>• Writers create a setting to enhance theme</li> <li>• Writers use dialogue and detail to create characters.</li> <li>• Writers recognize and apply the elements of drama in their own writing.</li> <li>• Writers explore an aspect of the adolescent experience through drama.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Writers can analyze, apply, and evaluate increasingly complex literary and rhetorical elements in traditional and contemporary works of literature.</li> <li>• Writers can apply knowledge of grammar, usage, mechanics, clarity, and organization through ongoing revisions.</li> <li>• Writers can identify and write for a variety of audiences and purposes.</li> <li>• Writers can select appropriate and relevant evidence to support a thesis or claim.</li> <li>• Writers can synthesize information from a variety of texts.</li> <li>• Writers use technology to plan, draft and publish writing.</li> </ul>



Strands	Grade Level Expectations
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Speakers use collaborative conversations to build on/dispute the ideas of others.</li> <li>• Speakers know that oral presentations require effective preparation strategies.</li> <li>• Speakers use effective presentation devices.</li> <li>• Speakers have an audience in mind when making a presentation.</li> <li>•</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Writers demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>• Writers can show a development of individual writer or speaker's style/voice.</li> <li>• Writers use specific vocabulary to write about poetic texts or original ideas.</li> <li>• Writers understand figurative language as well as connotations and denotations.</li> <li>• Learners use poetic language in their presentations and their writing.</li> <li>• Learners interpret and analyze nuances in the meaning of words and similar denotations.</li> </ul>

<b>Unit Title</b>	<i>Fundamentals of Poetry &amp; POV</i>	<b>Length of Unit</b>	Quarter 1
<b>Inquiry Questions</b> (Engaging- Debatable):	<ul style="list-style-type: none"> <li>• What is the relationship between reading and writing?</li> <li>• What are the characteristics of an accomplished writer?</li> <li>• Why is peer evaluation such an important aspect of the writing process?</li> <li>• Why must writers master the elements of grammar and punctuation?</li> </ul>		
<b>Unit Strands and Standards</b>	<p>Theme Development, Author's Craft, Argument and Counterargument, Recognizing Poetic Forms, Understanding and Applying Figurative Language, The Elements of Drama, Applying Sound Devices in Poetry, Sharing for Various Audiences</p> <p><u>Reading:</u> RL 9-10.2, RL9-10.6</p> <p><u>Writing:</u> W.11-12.3 (a-e), W.11-12.4, W. 11-12.5, W.11-12.6, W. 11-12.10, L. 7.3.a, L.7.5(a), L.7.5.c, L.7.6</p> <p><u>Speaking and Listening:</u> SL 9-10.3, SL9-10.6</p> <p><u>Language:</u> L9-10.1, L9-10.3, L9-10.4</p>		
<b>Concepts</b>	<p>Fundamentals of poetry including figurative language, meter and rhyme, the range of fixed forms available to poet, the importance of sense of experience (imagery) in lending vividness and reality to narratives, the various POV's available to an author and the effect of each, the importance of sharing one's work, the importance and process of peer evaluation.</p>		
<b>Key Vocabulary</b>	<p>metaphor, simile, personification, allusion, apostrophe, metonymy, hyperbole, sonnet, ballad, villanelle, terza rima, pantoum, kyrielle</p>		



Unit Title	Fundamentals of Poetry & POV	Length of Unit	Quarter 1
Critical Content: My students will <b>Know</b> ...		Key Skills: My students will be able to <b>(Do)</b> ...	
<ul style="list-style-type: none"><li>the function of various poetic forms.</li><li>the range of figurative language.</li><li>the range of sound devices.</li><li>the significance of universal theme in literature.</li><li>recognize and apply the elements of drama in their own writing.</li><li>create a setting to enhance theme.</li><li>the value of sharing their work in both small and large group settings.</li><li>poetry is about purpose and expression.</li><li>plays have messages for life and living hidden in the drama.</li></ul>		<ul style="list-style-type: none"><li>recognize the various poetic forms and apply them in their own writing.</li><li>use more advanced figurative language including synesthesia, metonymy and synecdoche, litotes, anastrophe, in their own writing.</li><li>use sound devices in their writing including assonance, consonance, euphony, and cacophony.</li><li>identify a universal theme and integrate it into a series of poems.</li><li>write a one-act play employing the elements of drama.</li><li>both share and listen to student work in small and large settings.</li></ul>	
Assessments:	Performance Task #1: “Poetry Collection” Writing Task (Summative) Performance Task #2: Personal Narrative (Summative) Performance Task #3: Characterization (Show Don’t Tell) Performance Task #4: Alternate POV		
Teacher Resources:	<ul style="list-style-type: none"><li>❖ Unit Implementation Guide</li><li>❖ Student-generated work for peer editing workshop</li></ul>		

Unit Title	<i>Elements of Drama and Characterization</i>	Length of Unit	Quarter 2
<b>Inquiry Questions</b> (Engaging- Debatable):	<ul style="list-style-type: none"> <li>• What makes a theme universal across cultures and genres?</li> <li>• How do different genres serve different purposes?</li> <li>• How does a writer create an authentic voice?</li> <li>• How do writers confront social issues in their writing?</li> </ul>		
<b>Unit Strands and Standards</b>	<p>Theme development, Author's craft, Argument and Counterargument, Narratives, Function of Forms,  <u>Reading:</u> RL 9-10.2, RL9-10.6  <u>Writing:</u> W.11-12.3 (a-e), W.11-12.4, W. 11-12.5, W.11-12.6, W. 11-12.10, L. 7.3.a, L.7.5(a), L.7.5.c, L.7.6  <u>Speaking and Listening:</u> SL 9-10.3, SL9-10.6  <u>Language:</u> L9-10.1, L9-10.3, L9-10.4</p>		
<b>Concepts</b>	Exploring one subject/theme in a cycle of poems, refining and honing writing skills, the various POV's available to an author and the effect of each, exploring an aspect of the adolescent experience through drama, use of setting to develop theme, publishing your work.		
<b>Key Vocabulary</b>	synesthesia, metonymy and synecdoche, litotes, anastrophe, authenticity, figurative language, perspective, sound devices including assonance, consonance, euphony, and cacophony		

<b>Unit Title</b>	<i>Elements of Drama and Characterization</i>	<b>Length of Unit</b>	Quarter 2
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>the function of various poetic forms.</li> <li>the range of figurative language.</li> <li>the significance of theme in literature.</li> <li>understand different POVs and the effect of each.</li> <li>recognize and apply the elements of drama in their own writing.</li> <li>create a setting to enhance theme, alter characters, and catalyze plot.</li> <li>the power of sharing their work in both small and embracing feedback.</li> </ul>	<ul style="list-style-type: none"> <li>recognize the various poetic forms and apply them in their own writing.</li> <li>use figurative language in their own writing.</li> <li>identify a theme and integrate it into a series of poem.</li> <li>write from various POV's for different purposes.</li> <li>write a one-act play employing the elements of drama.</li> <li>place a story in a setting that contributes to the reader's understanding of theme.</li> <li>share and listen to student work in small and large settings while providing.</li> </ul>

<b>Assessments:</b>	<i>Choices in Assessment</i> Performance Task #1: Poetry Circle (Summative) Performance Task #2: Short Story: Multiple POV's (Summative) Performance Task #3: One Act Play (Summative) Performance Task #4: Fantasy/Sci-fi/Dystopia
<b>Teacher Resources:</b>	<ul style="list-style-type: none"> <li>❖ Student-generated drafts for workshopping</li> <li>❖ Collection of one-act plays including but not limited to: <i>The Sandbox</i>, <i>The Dumb Waiter</i>, <i>Zoo Story</i>, "Hills Like White Elephants",</li> </ul>