

East Stroudsburg Area School District
CREATIVE WRITING II– 10 -12

Unit FOUR: Drama

Overview: This unit introduces and develops skills in the construction of plays and dramatic form. Students will begin developing a variety of dramatic elements, utilize the writing process, and apply specific formatting guidelines in the dramatic structure.

Big Idea: Writing is a means of documenting and communicating thinking, feeling and learning.

Unit Essential Questions:

- To what extent does the writing process contribute to quality of writing?
- What role does writing play in the students' everyday lives?
- How do students develop into effective writers?
- How does dramatic form use dialogue to inform plot, theme, and character development?
- How do adaptations from prose to script create new interpretations of the original work?

Pennsylvania Common Core Standard(s): (See Appendix B)

1.4.11.B, CC.1.4.11.C, CC.1.4.11.D, CC.1.4.11.E, CC.1.4.11.F, CC.1.4.11.G, CC.1.4.11.H, CC.1.4.11.J, CC.1.4.11.K, CC.1.4.11.L, CC.1.4.11-14.M, CC.1.4.11.N, CC.1.4.11-14.O, CC.1.4.11.P, CC.1.4.11-14.Q, CC.1.4.11.R, CC.1.4.11.T, CC.1.4.11-14.U, CC.1.4.11-14.W.

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115|773|0|0>

National Common Core found at www.corestandards.org

ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Language Arts specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx

Generic Information found at <http://www.esasd.net/esl>

SAS Portal ELL Overlay found at <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>

Building level ELL teacher, teacher adapted/alternative assignments and assessments.

Enrichment: Teacher and student driven research/materials SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

National Novel Writing Month Young Writers Program found at <http://ywp.nanowrimo.org/>

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid,

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and collaboration with student’s case manager.

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> ● <i>Writing Down the Bones</i> <ul style="list-style-type: none"> ○ “Blue Lipstick and a Cigarette Hanging Out Your mouth” pgs. 151 ● Plot ● Characterization ● Conflict ● Point of View ● Dramatic Form ● Dialogue ● Screenplay ● Script 	<ul style="list-style-type: none"> ● Write at least 1 of the following: <ul style="list-style-type: none"> ○ one-act play ○ dramatic monologue ○ 1 thirty minute screenplay ● Adapt and retell a piece of prose in dramatic form. ● Write with effective dialogue in a dramatic structure to reveal character and plot details. ● Drama requirements (elements) <ul style="list-style-type: none"> ○ Plot outline ○ Realistic dialogue ○ External conflict and/or internal conflict ○ Antagonist ○ Protagonist ○ Supporting characters ○ Character description and motivation ○ Effective opening ○ Climax ○ Denouement t ● Write with a single controlling point with an awareness of task 	<ul style="list-style-type: none"> ● Dialogue ● Antagonist ● Protagonist ● Description ● Plot ● Characterization ● Genre ● Setting ● Conflict <ul style="list-style-type: none"> External Internal ● Tone ● Voice ● Theme ● Transition ● Monologue ● Dialogue ● Dramatic form ● “Rule of Three” ● Screenplay ● Audience 	<ul style="list-style-type: none"> ● <i>The Creative Writing Handbook</i> by Jay Amberg and Mark Larson ● <i>Writing Down the Bones</i> by Natalie Goldberg ● Other resources determined at teacher discretion 	<ul style="list-style-type: none"> ● Journal Prompts ● Student script drafts ● Teacher-generated activities/assignments/ writing rubrics ● Self/Peer Editing ● Student/Teacher Conferencing

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	<p>about a specific topic.</p> <ul style="list-style-type: none">• Write with order developed and sustained as directed by dramatic form and genre.• Develop personal style through diction, syntax, and form• Maintain standard use of grammatical conventions• Revise writing to improve:<ul style="list-style-type: none">o Styleo Dictiono Syntax• dit writing using the conventions of language			
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Unit THREE: Nonfiction

Overview: This unit continues to develop skills in writing narrative pieces. Students will continue growth and mastery in a variety of narrative and nonfiction elements, utilize the writing process, and apply specific formatting guidelines to their narrative pieces.

Big Idea: Writing is a means of documenting and communicating thinking, feeling and learning.

Unit Essential Questions:

- To what extent does the writing process contribute to quality of writing?
- What role does writing play in the students' everyday lives?
- How do students develop into effective writers?
- How does the author's choice of language develop tone and style?

Pennsylvania Common Core Standard(s): (See Appendix B)

CC.1.4.10.A, CC.1.4.10.B, CC.1.4.10.C, CC.1.4.10.D, CC.1.4.10.E, CC.1.4.10.F, CC.1.4.10.G, CC.1.4.10.H, CC.1.4.10.I, CC.1.4.10.J, CC.1.4.10.K, CC.1.4.10.L, CC.1.4.10-14.M, CC.1.4.10.N, CC.1.4.10-14.O, CC.1.4.10.P, CC.1.4.10-14.Q, CC.1.4.10.R, CC.1.4.10.T, CC.1.4.10-14.U, CC.1.4.10-14.W.

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115|773|0|0>

National Common Core found at www.corestandards.org

ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Language Arts specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx

Generic Information found at <http://www.esasd.net/esl>

SAS Portal ELL Overlay found at <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>

Building level ELL teacher, teacher adapted/alternative assignments and assessments.

Enrichment: Teacher and student driven research/materials SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

National Novel Writing Month Young Writers Program found at <http://ywp.nanowrimo.org/>

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student's case manager.

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Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> ● <i>The Creative Writing Handbook</i> <ul style="list-style-type: none"> ○ “Perfecting a Narrative” pgs. 56-80 ● <i>Writing Down the Bones</i> <ul style="list-style-type: none"> ○ “Living Twice” 53-54 ○ “Big Concentration” 79-80 ● Narrative Writing ● Show not Tell ● Effective Openings ● Mood ● Tone ● Focus ● Point of View 	<ul style="list-style-type: none"> ● Write at least 1 of the following <ul style="list-style-type: none"> ○ Memoir ○ Autobiography ○ Biography ● Write narratives that includes figurative language through out ● Write narratives with vivid imagery throughout ● Develop and maintain consistent tone through out ● Write with a single controlling point with an awareness of task about a specific topic. ● Write with order developed and sustained as directed by narrative form and structure ● Develop personal style through diction, syntax, and form ● Maintain standard use of grammatical conventions ● Revise writing to improve: <ul style="list-style-type: none"> ○ Style 	<ul style="list-style-type: none"> ● Autobiography ● Biography ● Tone ● Point of View <ul style="list-style-type: none"> ○ First Person ○ Third Person Limited ○ Third Person Omniscient ● Description ● Memoir ● Anecdote ● Figurative language ● Mood ● Setting ● Author’s Purpose ● Audience ● Narrative Structure ● Voice 	<ul style="list-style-type: none"> ● <i>The Creative Writing Handbook</i> by Jay Amberg and Mark Larson ● <i>Writing Down the Bones</i> by Natalie Goldberg ● Other resources determined at teacher discretion 	<ul style="list-style-type: none"> ● Journal Prompts ● Student narrative drafts ● Teacher-generated activities/assignments/ writing rubrics ● Self/Peer Editing ● Student/Teacher Conferencing

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Unit ONE: Poetry

Overview: This unit perfects and masters skills in the construction of elements of poetry. Students will perfect the use of figurative language, master a variety of poetic structures, utilize the writing process and apply specific formatting guidelines to their poetry.

Big Idea: Writing is a means of documenting and communicating thinking, feeling and learning.

Unit Essential Questions:

- To what extent does the writing process contribute to quality of writing?
- What role does writing play in the students' everyday lives?
- How do students develop into effective writers?
- How do poems communicate the human experience?

Pennsylvania Common Core Standard(s): (See Appendix B)

CC.1.4.11.B, CC.1.4.11.C, CC.1.4.11.D, CC.1.4.11.E, CC.1.4.11.F, CC.1.4.11.G, CC.1.4.11.H, CC.1.4.11.J, CC.1.4.11.K, CC.1.4.11.L, CC.1.4.11-14.M, CC.1.4.11.N, CC.1.4.11-14.O, CC.1.4.11.P, CC.1.4.11-14.Q, CC.1.4.11.R, CC.1.4.11.T, CC.1.4.11-14.U, CC.1.4.11-14.W.

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115|773|0|0>

National Common Core found at www.corestandards.org

ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Language Arts specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx

Generic Information found at <http://www.esasd.net/esl>

SAS Portal ELL Overlay found at <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>

Building level ELL teacher, teacher adapted/alternative assignments and assessments.

Enrichment: Teacher and student driven research/materials SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

National Novel Writing Month Young Writers Program found at <http://ywp.nanowrimo.org/>

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student's case manager.

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Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> ● <i>The Creative Writing Handbook</i> “Writing Poetry” pgs. 104 - 126 ● <i>Writing Down the Bones</i> <ul style="list-style-type: none"> ○ “A Large Field to Wander In” pgs.136-139 ● Two different poetic forms must be taught <ul style="list-style-type: none"> ○ Ballad ○ Villanelle ○ Sonnet ○ Found/Imitation 	<ul style="list-style-type: none"> ● rite poetry that includes figurative language: <ul style="list-style-type: none"> ○ simile ○ metaphor ○ personification ○ alliteration ○ onomatopoeia ○ hyperbole ○ assonance ○ consonance ● rite poetry with vivid imagery throughout ● rite poetry with strong symbolism ● rite poetry using allusion ● rite poetry with a strong central theme ● rite poetry with consistent rhyme scheme in a multiple stanza or at least 15 lined poem 	<ul style="list-style-type: none"> ● Simile ● Metaphor ● Onomatopoeia ● Rhyme ● Rhythm ● Personification ● Imagery ● Repetition ● Alliteration ● Hyperbole ● Assonance ● Consonance ● Allusion ● Symbolism ● Meter ● Theme 	<ul style="list-style-type: none"> ● <i>The Creative Writing Handbook</i> by Jay Amberg and Mark Larson ● <i>Writing Down the Bones</i> by Natalie Goldberg ● Other resources determined at teacher discretion 	<ul style="list-style-type: none"> ● Journal Prompts ● Student poetry drafts ● Teacher-generated activities/assignments/ writing rubrics ● Self/Peer Editing ● Student/Teacher Conferencing

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	<ul style="list-style-type: none"> ● rite poetry with consistent rhythmic pattern in a multiple stanza or 15 line poem. ● oetic form requirements: Choose at least 2 of the following to complete: <ul style="list-style-type: none"> ○ Ballad poem of 15-20 lines ○ Villanelle poem with a central tone ○ Sonnet--Elizabethan, Petrarchan, or Modern ○ Found/Imitation poem of 15-20 lines ● Write with a single controlling point with an awareness of task about a specific topic. ● Write with order developed and sustained as directed by poetic form. ● Develop personal style through diction, syntax, .and form ● Maintain standard use of grammatical conventions ● Revise writing to improve: 			
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Unit FIVE: Publication

Overview: This unit continues to develop skills in the publication of poetry and short stories. Students will apply editing and proofreading methods, apply specific formatting guidelines to their writing, as well as the continued development of page layout and design in order to publish their writing.

Big Idea: Writing is a means of documenting and communicating thinking, feeling and learning.

Unit Essential Questions:

- To what extent does the writing process contribute to quality of writing?
- What role does writing play in the students' everyday lives?
- How do students develop into effective writers?
- How does writing move from drafting to publishing?

Pennsylvania Common Core Standard(s): (See Appendix B)

CC.1.4.10.B, CC.1.4.10.C, CC.1.4.10.D, CC.1.4.10.E, CC.1.4.10.F, CC.1.4.10.G, CC.1.4.10.H, CC.1.4.10.J, CC.1.4.10.K, CC.1.4.10.L, CC.1.4.10-14.M, CC.1.4.10.N, CC.1.4.10-14.O, CC.1.4.10.P, CC.1.4.10-14.Q, CC.1.4.10.R, CC.1.4.10.T, CC.1.4.10-14.U, CC.1.4.10-14.W.

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115|773|0|0>

National Common Core found at www.corestandards.org

ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Language Arts specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx

Generic Information found at <http://www.esasd.net/esl>

SAS Portal ELL Overlay found at <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>

Building level ELL teacher, teacher adapted/alternative assignments and assessments.

Enrichment: Teacher and student driven research/materials SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

National Novel Writing Month Young Writers Program found at <http://ywp.nanowrimo.org/>

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid,

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and collaboration with student's case manager.

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> • Publication of Literary Magazine in conjunction with Creative Writing I. 	<ul style="list-style-type: none"> • maintain standard use of grammatical conventions • revise writing to improve: <ul style="list-style-type: none"> o Style o Diction o Syntax • edit writing using the conventions of language • Create an effective layout 	<ul style="list-style-type: none"> • Deadline • Layout • Heading • Title • By-line • Format • Spacing 	<ul style="list-style-type: none"> • Local Printing Company • <i>Word Press</i> https://wordpress.com/ • <i>Create Space</i> https://createspace.com/ • <i>The Creative Writing Handbook</i> by Jay Amberg and Mark Larson • <i>Writing Down the Bones</i> by Natalie Goldberg • Other resources determined at teacher discretion 	<ul style="list-style-type: none"> • Students' individual writing • Production for the magazine pages • Publication of Literary Magazine

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Unit TWO: Short Story

Overview: This unit masters skills in the construction of short stories. Students will show growth and mastery in a variety of short story elements, specifically plot and character development, utilize the writing process, and apply specific genre guidelines to their short stories.

Big Idea: Writing is a means of documenting and communicating thinking, feeling and learning.

Unit Essential Questions:

- To what extent does the writing process contribute to quality of writing?
- What role does writing play in the students' everyday lives?
- How do students develop into effective writers?
- How can universal themes be expressed through plot, conflict, structure, and tone?
- How is an author's style recognized and developed?

Pennsylvania Common Core Standard(s): (See Appendix B)

CC.1.4.11.B, CC.1.4.11.C, CC.1.4.11.D, CC.1.4.11.E, CC.1.4.11.F, CC.1.4.11.G, CC.1.4.11.H, CC.1.4.11.J, CC.1.4.11.K, CC.1.4.11.L, CC.1.4.11-14.M, CC.1.4.11.N, CC.1.4.11-14.O, CC.1.4.11.P, CC.1.4.11-14.Q, CC.1.4.11.R, CC.1.4.11.T, CC.1.4.11-14.U, CC.1.4.11-14.W.

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115|773|0|0>

National Common Core found at www.corestandards.org

ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Language Arts specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx

Generic Information found at <http://www.esasd.net/esl>

SAS Portal ELL Overlay found at <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>

Building level ELL teacher, teacher adapted/alternative assignments and assessments.

Enrichment: Teacher and student driven research/materials SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

National Novel Writing Month Young Writers Program found at <http://ywp.nanowrimo.org/>

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid,

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and collaboration with student's case manager.

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> • <i>The Creative Writing Handbook</i> <ul style="list-style-type: none"> ○ Creating a Short Story 81-103 • <i>Writing Down the Bones</i> <ul style="list-style-type: none"> ○ "Beginner's Mind, Pen, and Paper." pg. 5-8 ○ "Don't Use Writing to Get Love" pg. 60-62 ○ "Why Do I Write?" pg. 122-125 ○ "Use Loneliness" pg. 149-150 • Show not Tell • Dynamic Resolutions • Plot • Characterization • Setting • Theme 	<ul style="list-style-type: none"> • Write short stories that includes figurative language • Write short stories with vivid imagery throughout • Write a short story in a specific genre • Short Story requirements (elements) <ul style="list-style-type: none"> ○ Plot outline ○ Realistic dialogue ○ External conflict and/or internal conflict ○ First person or Third person point of view ○ Characterization ○ Dynamic Resolutions ○ Focused point ○ Defined plot ○ Consistent verb tense throughout • Short story requirements (mechanics) <ul style="list-style-type: none"> ○ At least 1 short story of at least 1500 words 	<ul style="list-style-type: none"> • Dialogue • Point of View <ul style="list-style-type: none"> First Person Third Person • Description • Plot • Characterization • Figurative language • Genre • Setting • Conflict <ul style="list-style-type: none"> External Internal • Mood • Voice • Theme • Transition 	<ul style="list-style-type: none"> • <i>The Creative Writing Handbook</i> by Jay Amberg and Mark Larson • <i>Writing Down the Bones</i> by Natalie Goldberg • Other resources determined at teacher discretion 	<ul style="list-style-type: none"> • Journal Prompts • Student short story drafts • Teacher-generated activities/assignments/ writing rubrics • Self/Peer Editing • Student/Teacher Conferencing

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	<p>or 5-7 pages typed.</p> <ul style="list-style-type: none"> ○ Flash Fiction of between 150-500 words or less than 1 page <ul style="list-style-type: none"> ● Write with a single controlling point with an awareness of task about a specific topic. ● Write with order developed and sustained as directed by short story form and genre. ● Develop personal style through diction, syntax, .and form ● Maintain standard use of grammatical conventions ● Revise writing to improve: <ul style="list-style-type: none"> ○ Style ○ Diction ○ Syntax ● dit writing using the conventions of language 			
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