

# Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Creative Writing Workshop

Department: English

Teacher: Various

Grade level: 11 and 12

## Description of Course:

In this course students will gain skills in essay writing and thesis development as well as different forms of fiction, poetry, and practical writing. The analysis of writing through reading various types of pieces as well as practical skills in grammar and mechanics are essential components in this course. The focus and assessment of writing will involve ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Essays or creative written works will be developed through pre-writing, drafting, revision, proofreading, peer responses, and self-evaluation. This class requires a great deal of out-of-class writing. One Semester.

## School – Wide Expectations:

### Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills

### Civic/Social:

2. Work cooperatively in an atmosphere of mutual respect

*The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.*

## Core Competencies and State Standards:

1. **Writing Process** – Apply the steps of the writing process (pre-writing, drafting, revision, editing, critiquing) through the construction of practical, narrative, expressive, and poetic writing based on ideas, organization, voice, word choice, sentence fluency, conventions, and presentation.
  - a. **Breadth of Vocabulary** Stem R-11-3: Show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships.
  - b. **Structures of Language** Stem W:SL:1: Demonstrate command of the structures of sentences, paragraphs, and text.
  - c. **Expressive Writing** Stem W:EW:1:1: In written narratives, organize and relate a story line/plot/series of events; W:EW:2: Demonstrate use of narrative strategies.
  - d. **Writing Conventions** Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions.
  - e. **Habits of Writing** Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions.
  - f. **Oral Communication Strategies** Stem OC-9-1: In oral communication, demonstrate interactive listening; OC-9-1: Make oral presentations.
2. **Reflective/Publication Practice** – Assess both student and published model writing in terms of the writing traits; Set, monitor, and reflect upon specific writing/publication goals through reflective writing, interactive listening, analysis of literary texts, and oral presentations.
  - a. **Reading Connection** Stem W:RC:2: In response to literary or informational text read aloud, make and support analytical judgments about text.
  - b. **Oral Communication Strategies** Stem OC-9-1: In oral communication, demonstrate interactive listening; OC-9-1: Make oral presentations.

### **Suggested Texts and Media (Software, A/V, etc.):**

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

1. Texts: Writing Down the Bones, Nathalie Goldberg; The Elements of Style, William Strunk and E.B. White; What If?, Ann Bernays and Pamela Painter; Writer's Inc., Patrick Sebranek, et al
2. Films (DVD): Optional Titles include: Finding Neverland; Finding Forrester; The Insider; Stranger than Fiction; Clue; Pirates of the Caribbean; Jim Henson's Storyteller I and II; various Disney films
3. Various Handouts—Poems, fiction samples, 6+1 Traits™ Assessment Packet, Peer Edit worksheets, etc.

### **Suggested Instructional Strategies:**

1. **Writing Topics Discussion and Writing Models** – Every week, students are given examples of forms of writing—from essay to poetry to story. These models serve as discussion starters for analysis, special topics, etc. In addition, students are given sample pieces for each writing piece they are assigned.
2. **Peer Workshops/Writing Groups** – At the beginning of the semester, students gather in writing groups in which they will work for the remainder of the semester on any peer editing, workshopping, or other writing group activities. Group work promotes collaboration and community—essential for the developing writer.
3. **Film Study** – The films for this class reflect various elements of the writing process. For example, Finding Neverland is an example of a real-life inspiration; Finding Forrester is a commentary of the ability of anyone to write and write well; The Insider is a real-life example of the lengths journalists have to go to for a story; while Stranger than Fiction, Clue, and Pirates of the Caribbean and other Hollywood films are used as excellent examples of character, setting, and story development.
4. **Writer's Notebook** – For the majority of the semester, students are required to practice their writing in a writer's notebook. This is a common tool for many professional writers. Students are given an assignment sheet, rubric, list of required topics, and a list of optional topics to make this assignment more manageable.
5. **Portfolio** – The semester culminates in students compiling the semester's work into a process portfolio binder. They are asked to revise pieces, reflect on the semester and their development as a writer, and organize the binder in a way to be most useful for a reader.

### **Suggested Assessment Strategies:**

1. **Grammar Topic Worksheets and Quizzes** – Assignments are given based on specific, common grammatical issues as seen in student writings.
2. **6+1 Traits™ Assessment Scoring Guide (Rubric)** – All students receive a copy of the standard Northwest Regional Educational Laboratory Scoring Guide for their reference for the semester. This assessment strategy is used throughout the semester for all assignments—amended for each assignment as necessary.
3. **Writing Assignment Sheet with Rubric** – All formal writing assignments are given using a standardized assignment sheet with all dates, writing process expectations, and specific rubric elements. At the conclusion of the writing process for a given assignment, students complete a self-evaluation of their writing and the writing process. Students receive their final drafts back with edits as well as the grading sheet based on the original assignment sheet.
4. **Writing Groups** – Students assess the writing of the other members in their group through peer editing/revision worksheets.
5. **Process Portfolio** –For underclassmen and first semester seniors, the portfolio and a presentation to peers serves as the final exam. Graduating seniors (in the spring semester) are not required to present, though they are required to complete the portfolio.