

COMMUNITY UNIT SCHOOL DISTRICT 200

Creative Writing High School - Grades 11-12 Intermediate Level – One Semester Elective

1. Subject Expectation The student will read with understanding and fluency. (State Goal 1)

Essential Learning 1 (Learning Standard A)	Apply word analysis and vocabulary skills to comprehend selections
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| Critical Content | 1.A.5b | a. analyze the meaning of abstract concepts and the effects of particular word and phrase choices <ul style="list-style-type: none">• identify and analyze the meanings of specialized vocabulary/terminology<ul style="list-style-type: none">- literary terms |
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Essential Learning 2 (Learning Standard B)	Apply reading strategies to improve understanding and fluency
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| Critical Content | 1.B.5b | a. analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the text <ul style="list-style-type: none">• define the characteristics and structures of a variety of complex literary genres and analyze how genre affects the meaning and function of the texts<ul style="list-style-type: none">- poetry- fiction- drama• analyze and compare a variety of texts for purpose, structure, content, detail, and effect<ul style="list-style-type: none">- use of point of view, direct and implied metaphor, tone, symbolism, poetic form |
| | 1.B.5c | b. evaluate a variety of compositions for purpose, structure, content, and details for use in school or at work <ul style="list-style-type: none">• interpret and compare a variety of texts for purpose, structure, content, detail, and effect• compare the author's strategies and organizational patterns in a variety of compositions<ul style="list-style-type: none">- criticism, analysis and reproduction of poetic and prose styles |

**Essential Learning 3
(Learning Standard C)**

Comprehend a broad range of reading materials

- Critical Content 1.C.5d a. summarize and make generalizations from content and relate them to the purpose of the material
- Use topic, theme, organizational patterns, context, and point of view to guide interpretation
 - short fiction
- 1.C.5e b. evaluate how authors and illustrators use text and art across materials to express their ideas
- analyze the techniques and effects of writing strategies
 - imagery, point of view, figurative language, dialogue

**2. Subject Expectation
(State Goal 2)**

The student will read and understand literature representative of various societies, eras, and ideas.

**Essential Learning 1
(Learning Standard A)**

Understand how literary elements and techniques are used to convey meaning

- Critical Content 2.A.5a a. analyze and express an interpretation of a literary work
- evaluate how the author uses literary elements and techniques to achieve the intended effect.
 - support assertions with evidence from the text.
 - point of view, imagery, foreshadowing, form, flashback, metaphor/analogy, symbolism, tone, irony, theme, motif
- 2.A.5b b. evaluate relationships between and among literary devices and their influence on the effectiveness of a literary piece
- critique the author’s style or form
 - evaluate an understanding of the interrelationships among reader, author, form, and text
 - variety of poetic forms (sonnet, ballad, free verse, etc.)
 - variety of fiction forms (stream of consciousness, flashback, story within a story)
 - variety of dramatic forms (film, stage)

**Essential Learning 2
(Learning Standard B)**

Read and interpret a variety of literary works

- Critical Content 2.B.5a a. analyze and express an interpretation of a literary work
- evaluate an interpretation by linking the interpretation to specific aspects of the text
 - whole-class reading of a novel, short story, or non-fiction prose

3. Subject Expectation

The student will write to communicate for a variety of

(State Goal 3) purposes.

Essential Learning 1 (Learning Standard A)	Use correct grammar, spelling, capitalization and structure
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| Critical Content | 3.A.5 | a. produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences <ul style="list-style-type: none">• edit/revise draft documents to more effectively communicate the intended message• format documents in final form for submission and/or publication• proofread for correct written English conventions<ul style="list-style-type: none">- peer editing- teacher revision- writing workshops |
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Essential Learning 2 (Learning Standard B)	Compose well-organized and coherent writing for specific purposes and audiences
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| Critical Content | 3.B.5 | a. using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence <ul style="list-style-type: none">• use writing process of prewriting, drafting, revision, editing, and publication to produce work• use a variety of genres (e.g. personal essay, poetry, short story)• use a variety of revision strategies to improve clarity of work.• identify and use analogy in writing.• evaluate and demonstrate the use of figurative language.• critique word and/or technique choices.<ul style="list-style-type: none">- writing workshops- peer conferences- teacher/student conferences- pre-writing strategies- portfolios- final compositions- publication-ready presentation |
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4. Subject Expectation (State Goal 4) Listen and speak effectively in a variety of situations.

Essential Learning 2 (Learning Standard B)	Speak effectively using language appropriate to the situation and audience
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- Critical Content 4.B.5a a. deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects, or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology
- recognize and assume differing roles within a group
 - discuss a problem within a group setting, list and evaluate possible solutions
 - peer editing
 - writing workshop
 - writing strategies and plot possibilities as possible problem solutions

**5. Subject Expectation
(State Goal 5)**

The student will use the language arts to acquire, assess and communicate information.

**Essential Learning 1
(Learning Standard A) Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas**

- Critical Content 5.A.5b a. research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues
- survey a subject and select a topic
 - evaluate a number of informational sources for relevancy and accuracy
 - organize information for a presentation
 - creation and production of a one-act drama