

Hillsborough Township Public Schools
Grades 9 - 12

Creative Writing I Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
Unit I: Writing Poetry 5 weeks							
<p>How do words form images?</p> <p>Why is the connotation and denotation of words so important?</p> <p>What effect is gained by using various poetic techniques?</p>	<p>Producing poetry requires the writer to select specific words, build images, and convey complex ideas exercising an economy of language and mastering poetic techniques.</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce and publish writing</p>	<p>W.9-10.4 /W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.5 /W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6 /W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity</p>	<p>Students will expand their vocabularies and awareness of the formation of the English language.</p> <p>Students will become knowledgeable of the form and structure of poetry.</p> <p>Students will learn how to analyze and explicate poetry.</p> <p>Students will compose clear and properly formatted poetry that demonstrates an understanding of a specific poetic style.</p> <p>Students will strengthen planning, revising, editing, and rewriting skills.</p>	<p>Portfolio of student generated poetry (suggested forms/topics):</p> <ul style="list-style-type: none"> • Object poem • Childhood experience poem • Ballad • Bouts Rime • Calligram • Lune • Pantoum • Sestina • Sonnet • Terza Rima • Villanelle • Free Form <p>Explication of two poems from a student selected poet and explore that poet's background and share finding in an oral presentation. Oral presentation</p>	<p>8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.</p>	<p>9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12. D.1 Interpret spoken and written communication within the appropriate cultural context.</p> <p>9.1.12. D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.</p> <p>9.1.12. D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.</p> <p>9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during</p>

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		<p>and to interact and collaborate with others.</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Gather relevant information from multiple print and digital sources, access the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a</p>	<p>to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7/ W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8 /W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of</p>		<p>Individual exercises on form and structure</p> <p>Class participation</p>		<p>structured learning experiences.</p> <p>9.3.12. C.5 Identify transferable skills in career choices and design alternative career plans based on those skills.</p>
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		range of tasks, purposes, and audiences.	ideas, avoiding plagiarism and following a standard format for citation. W.9-10.10 /W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				
Unit II: Writing Short Stories 5 weeks							
<p>What do good writers do?</p> <p>What is my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p>	<p>Students will write narratives that develop real or imagined experiences using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on</p>	<p>W.9-10.4 /W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.5 /W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and</p>	<p>Students will be able to identify the basic parts of plot.</p> <p>Students will be familiar with narrative techniques.</p> <p>Students will expand their vocabularies and awareness of the formation of the English language.</p> <p>Students will strengthen planning, revising, editing, and rewriting skills.</p>	<p>Portfolio of student generated stories:</p> <p>End of the World Hour Dialogue Moral</p> <p>Individual exercises on form and structure:</p> <ul style="list-style-type: none"> •Maslow’s Hierarchy of Needs exercise •Gardner exercises •Point of View 	<p>8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.</p>	<p>9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.3.12. C.5 Identify transferable skills in career choices and design alternative career plans based on those skills.</p>

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		<p>addressing what is most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Gather relevant information from multiple print and digital sources, access the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>audience.</p> <p>W.9-10.6 /W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7./ W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8 /W.11-12.8 Gather relevant information from multiple authoritative print and digital</p>		<p>exercises</p> <ul style="list-style-type: none"> •Self evaluation exercises •Peer review exercises <p>Class participation</p>		
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		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9-10.10 /W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				
Unit III: Writing Screenplays 6 weeks							
What do good writers do? What is my purpose and how do I develop it? Writing clearly:	Students will write commercially formatted screenplays that develop real or imagined experiences using effective technique, well-chosen details, and well-structured event sequences.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.9-10.4 /W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.9-10.5 /W.11-	Students will be able to identify the basic parts of a screenplay: <ul style="list-style-type: none"> • plot points • character arch • character relationships • plot structure • scene structure • dialogue • parenthetical • extensions 	Team writing exercises Team writing participation Individual screenplay	8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address	9.1.12. A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects. 9.1.12. C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and

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<p>What makes a difference?</p> <p>Why is proper formatting so important?</p>		<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Gather relevant information</p>	<p>12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6 /W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7./ W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the</p>	<ul style="list-style-type: none"> • transitions • formatting <p>Students will expand familiarity with narrative techniques.</p> <p>Students will expand their vocabularies and awareness of the formation of the English language.</p> <p>Students will strengthen planning, revising, editing, and rewriting skills.</p>		<p>educational, career, personal, and social needs.</p>	<p>structured learning experiences.</p> <p>9.1.12. C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.3.12. C.5 Identify transferable skills in career choices and design alternative career plans based on those skills.</p>
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		<p>from multiple print and digital sources, access the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8 /W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-10.10 /W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>				
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Unit IV: Journals (continuous through other units) 12 weeks						
<p>Why do professional writers write daily?</p> <p>How do writers formulate story ideas?</p>	<p>Students will record thoughts, observations, story ideas daily to gain discipline and an understanding of the creative writing process.</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a</p>	<p>W.9-10.4 /W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.5 /W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.10 /W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Students will use journal entries to generate story ideas.</p>	<p>Completion of the assigned number of entries per month.</p>	<p>9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>

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