Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
English

Mission Statement (6-12)	Our mission is to develop effective communicators who • Discover a personal style, • Develop an ability to utilize processes, acquire, interpret and use information from a variety of sources, • And appreciate cultural differences and human universals.
English Language Arts Goals and Standards (from Illinois State Board of Education)	Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace and essential to life as productive citizens. **STATE GOAL 1:** Read with understanding and fluency. **STATE GOAL 2:** Read and understand literature representative of various societies, eras and ideas. **STATE GOAL 3:** Write to communicate for a variety of purposes. **STATE GOAL 4:** Listen and speak effectively in a variety of situations. **STATE GOAL 5:** Use the language arts to acquire, assess and communicate information.
Course Sequence **(Grades 9-12)**	**Required Courses:** Grade 9: (One year of the following): English I, English I Honors, or World Studies Grade 10: (One year of the following): English II, English II Honors, or American Studies Grade 11: (One year of the following) English III or Advanced Placement English Literature and Composition Grade 12: (One semester of the following) English IV or English IV Honors Plus one semester of English elective credit selected from the following: Speech I and II, Creative Writing I and II, Structure of the English Language, Composition for Broadcasting, World Literature, Critical Approaches to Film

	Additional general electives available:
	Introduction to Mass Media
	Newspaper Production I and II
	Drama Production I and II
	Yearbook Production I and II

Course Framework

Course Title:	Creative Writing II
Grade Level:	11, 12
Semesters:	One (half year)
Prerequisite:	Should have a C average in English
Course Description	Creative Writing II is an in-depth and more sophisticated look at a variety of the specific forms of poetry, short fiction, and drama (including screenplays) Students will be expected to write works that are submitted for competition, publication, and performance. A portfolio will be created and turned in as a final exam.
District-approved Materials and/or Resources	Core Text: *The Creative Writer's Craft*

Unit Frameworks

Unit of Study	Poetry Unit	Resources That Will Support Instruction
	Reading: Various student chosen artists; prior student examples; other various teacher chosen poets	• *The Creative Writer's Craft*
	Writing: Create poetry in workshop style. This includes prewriting, rough draft, peer comments, significant revision, and reflection	• Various Creative Writing texts
	Speaking and Listening: Performance of an original piece of poetry	• Teacher prepared materials
Illinois Learning Standards	• 1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices • 1.B.5a Relate reading to prior knowledge and experience and make connections to related information • 1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts • 1.B.5d Read age-appropriate material with fluency and accuracy • 1.C.5b Analyze and defend an interpretation of text • 1.C.5c Critically evaluate information from multiple sources • 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material • 1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques) • 2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness) • 2.A.5c Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries • 2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works • 2.B.5a Analyze and express an interpretation of a literary work • 2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives • 3.B.5 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
	• 3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions)
	• 5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms
Objectives	• Show a greater understanding of the essential definition of poetry
	• Develop a broader range/repertoire of classical and contemporary poets
	• Analyze and imitate these authors to further identify and develop the student's own style
	• Show a greater command of literary devices and use them with purpose. These include alliteration, allusion, assonance, consonance, imagery, metaphor, meter, repetition, rhyme, rhythm, simile, and symbol
	• Demonstrate an understanding of format and how it affects meaning
	• Clearly demonstrate purposeful choice of line breaks and punctuation
	• Use a more profound vocabulary by choosing words that are rich and precise
	• Establish a clear content and purpose for each poem following a consistent pattern of organization
	• Create poetry with deep and purposeful meaning
	• Make significant comments on the work of his/her peers
	• Understand criticism and use it to the best advantage
	• Make significant revisions to work
	• Reflect deeply upon both the specific assignments and the actual process of writing poetry
	• Understand the submission and publication process

Assessments	**Performance Tasks**	**Other Evidence**
	Students will create: • Auto-Bio Poem • Blues Poem • Narrative Poem • Free Verse • Dream Poem • Poet-Inspired Poem	In class writing assignments and activities.

	• Poem of Social Consciousness • Photo Inspired Poem • Rorschach Poem • Research sources of online and magazine publication • Write an appropriate cover letter • Submit 3-7 poems for publication • Discuss and deal with comments and criticism from publishers	

Unit of Study	Short Fiction Unit	Resources That Will Support Instruction
	Reading: Various teacher selected stories **Writing:** Create short fiction in a workshop style. This includes prewriting, rough draft, peer comments, significant revision, and reflection	• *The Creative Writer's Craft* • *The Everything Creative Writing Book* • *Self Editing for Fiction Writers* • *The Short Fiction Handbook* • Teacher prepared materials
Illinois Learning Standards	• 1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices • 1.B.5a Relate reading to prior knowledge and experience and make connections to related information • 1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts • 1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work • 1.C.5b Analyze and defend an interpretation of text • 1.C.5c Critically evaluate information from multiple sources • 1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques) • 2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness) • 2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece • 2.A.5c Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries • 2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works • 2.B.5a Analyze and express an interpretation of a literary work • 2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives • 3.A.5 Produce grammatically correct documents using standard manuscript

	specifications for a variety of purposes and audiences
	• 3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions)
	• 5.A.5a Develop a research plan using multiple forms of data
	• 5.B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience
Objectives	• Identify a conflict and develop it fully
	• Experiment with different types of conflict
	• Explore psychological conflict
	• Create significant, memorable, and well-rounded characters
	• Research setting, historical characters, and time periods for accuracy
	• Create a story based upon research
	• Understand the defining characteristics of different genres and write a story based upon them
	• Demonstrate the use of literary devices effectively
	• Use consistent verb tense
	• Explore and demonstrate the use of the flashback
	• Use dialogue appropriately and effectively, both in content and format
	• Demonstrate an understanding of point of view and its effect on the story
	• Understand the importance of theme and use it effectively
	• Understand the structure of the frame tale and use it effectively
	• Understand and demonstrate revision techniques
	• Understand and demonstrate peer evaluation
	• Understand criticism and use it to the best advantage
	• Make significant revisions to work
	• Reflect deeply upon both the specific assignments and the actual process of writing short fiction
	• Research sources of online and magazine publication

Assessments	Performance Tasks	Other Evidence
	• Genre based (western, mystery, sci-fi, etc.)	Various in class writing exercises and activities
	• Historical fiction	

	• Revision of a previous piece • Newspaper article or photo inspired • Frame-tale • "The rest of your life…" • Research sources of online and magazine publication • write an appropriate cover letter • Submit 3-7 poems for publication • Discuss and deal with comments and criticism from publishers	

Unit of Study	Sitcom Unit	Resources That Will Support Instruction
	Reading: Various teacher selected scripts	• *The Creative Writer's Craft*
	Writing: Create a sitcom in a workshop style environment.	• Various other teacher selected and prepared resources
	This includes prewriting, rough draft, peer comments, significant revision, and reflection.	
	Speaking and Listening: Performance of scenes	
Illinois Learning Standards	• 1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings • 1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices • 1.B.5a Relate reading to prior knowledge and experience and make connections to related information • 1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts • 1.B.5d Read age-appropriate material with fluency and accuracy • 1.C.5b Analyze and defend an interpretation of text • 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material • 1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques) • 2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness) • 2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece • 2.A.5c Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries • 2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works	

Objectives	• Demonstrate a greater understanding of the structure of drama (including action, conflict, motivation, high stakes and hopes, event and beats)
	• Understand and apply stage directions effectively
	• Demonstrate an effective use of terminology for the sitcom
	• Demonstrate an effective plot development (preliminary situation, initial incident, rising action, climax, falling action, conclusion)
	• Be familiar with the structure of a sitcom and develop it appropriately
	• Understand the elements of set design
	• Incorporate sound effects and light design
	• Demonstrate effective character development and dialogue
	• Experiment with different types of conflict
	• Make revisions to a script based on rehearsal of that script
	• Demonstrate an understanding of the sitcom format
	• Determine effectiveness of a script after production

Assessments	**Performance Tasks**	**Other Evidence**
	Students will create:	Various in class writing assignments and activities
	• A full length sitcom	