

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

<p><b>Mission Statement</b> <b>(6-12)</b></p>	<p>Our mission is to develop effective communicators who</p> <ul style="list-style-type: none"> <li>• Discover a personal style,</li> <li>• Develop an ability to utilize processes, acquire, interpret and use information from a variety of sources,</li> <li>• And appreciate cultural differences and human universals.</li> </ul>
<p><b>English Language Arts Goals and Standards</b> <b>(from Illinois State Board of Education)</b></p>	<p>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.</p> <p><b>STATE GOAL 1:</b> Read with understanding and fluency.</p> <p><b>STATE GOAL 2:</b> Read and understand literature representative of various societies, eras and ideas.</p> <p><b>STATE GOAL 3:</b> Write to communicate for a variety of purposes.</p> <p><b>STATE GOAL 4:</b> Listen and speak effectively in a variety of situations.</p> <p><b>STATE GOAL 5:</b> Use the language arts to acquire, assess and communicate information.</p>
<p><b>Course Sequence</b> <b>(Grades 9-12)</b></p>	<p><b>Required Courses:</b></p> <p>Grade 9: (One year of the following): English I, English I Honors, or World Studies</p> <p>Grade 10: (One year of the following): English II, English II Honors, or American Studies</p> <p>Grade 11: (One year of the following) English III or Advanced Placement English Literature and Composition</p> <p>Grade 12: (One semester of the following) English IV or English IV Honors</p> <p>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</p>

	<p>Additional general electives available:</p> <ul style="list-style-type: none"><li>Introduction to Mass Media</li><li>Newspaper Production I and II</li><li>Drama Production I and II</li><li>Yearbook Production I and II</li></ul>
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***Course Framework***

<b>Course Title:</b>	<b>Creative Writing I</b>
<b>Grade Level:</b>	11, 12
<b>Semesters:</b>	One (half year)
<b>Prerequisite:</b>	Should have a C average in English
<b>Course Description</b>	This course emphasizes the study and practice of imaginative writing in the genres of poetry, short fiction, and drama. Students study and learn techniques for writing in the genres by reading professional and student models and by practicing the craft. A variety of assessment strategies will be incorporated. Students are expected to write in a format appropriate for publication. A portfolio will be created and turned in as a final exam.
<b>District-approved Materials and/or Resources</b>	Core Text: <i>The Creative Writer's Craft</i>

### *Unit Frameworks*

<b>Unit of Study</b>	<b>Poetry Unit</b>	<b>Resources That Will Support Instruction</b>
<b>Illinois Learning Standards</b>	<p><b>Reading:</b> Various student chosen artists; prior student examples; other various teacher chosen poets</p> <p><b>Writing:</b> Create poetry in workshop style. This includes prewriting, rough draft, peer comments, significant revision, and reflection.</p> <p><b>Speaking and Listening:</b> Performance of an original piece of poetry</p>	<ul style="list-style-type: none"> <li>• Various creative writing texts</li> <li>• Teacher prepared materials</li> </ul>
	<ul style="list-style-type: none"> <li>• 1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices</li> <li>• 1.B.5a Relate reading to prior knowledge and experience and make connections to related information</li> <li>• 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</li> <li>• 1.B.5d Read age-appropriate material with fluency and accuracy</li> <li>• 1.C.5b Analyze and defend an interpretation of text</li> <li>• 1.C.5c Critically evaluate information from multiple sources</li> <li>• 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material</li> <li>• 1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques)</li> <li>• 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)</li> <li>• 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</li> <li>• 2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works</li> <li>• 2.B.5a Analyze and express an interpretation of a literary work</li> <li>• 2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives</li> </ul>	

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Show an understanding of the essential definition of poetry</li> <li>• Develop a range/repertoire of classical and contemporary poets</li> <li>• Show a command of literary devices and use them with purpose. These include alliteration, allusion, assonance, consonance, imagery, metaphor, meter, repetition, rhyme, rhythm, simile, and symbol</li> <li>• Understand subject and tone and how it affects word choice</li> <li>• Understand audience and its affect on word choice</li> <li>• Demonstrate an understanding of format and how it affects meaning</li> <li>• Clearly demonstrate purposeful choice of line breaks and punctuation</li> <li>• Understand and utilize vocabulary by choosing words that are rich and precise</li> <li>• Establish a clear content and purpose for each poem following a consistent pattern of organization</li> <li>• Create poetry with deep and purposeful meaning</li> <li>• Make significant comments on the work of his/her peers</li> <li>• Understand criticism and use it to the best advantage</li> <li>• Make significant revisions to work</li> <li>• Reflect deeply upon both the specific assignments and the actual process of writing poetry</li> <li>• Understand the submission and publication process</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> Students will create: <ul style="list-style-type: none"> <li>• Bio Poem</li> <li>• Strong Emotion Poem</li> <li>• Fear Poem</li> <li>• Rhyme Poem</li> <li>• Cootie Catcher Poem</li> <li>• Children’s Poem</li> <li>• Poem as a Photograph</li> </ul>	<b>Other Evidence</b> In class writing assignments and activities.

<b>Unit of Study</b>	<b>Short Fiction Unit</b> <b>Reading:</b> Various teacher selected stories <b>Writing:</b> Create short fiction in a workshop style. This includes prewriting, rough draft, peer comments, significant revision, and reflection.	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• Various Creative Writing texts</li> <li>• Teacher prepared materials</li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices</li> <li>• 1.B.5a Relate reading to prior knowledge and experience and make connections to related information</li> <li>• 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</li> <li>• 1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work</li> <li>• 1.C.5b Analyze and defend an interpretation of text</li> <li>• 1.C.5c Critically evaluate information from multiple sources</li> <li>• 1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques)</li> <li>• 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)</li> <li>• 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</li> <li>• 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</li> <li>• 2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works</li> <li>• 2.B.5a Analyze and express an interpretation of a literary work</li> <li>• 2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives</li> <li>• 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences</li> </ul>	

<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>• Identify a conflict and develop it fully</li> <li>• Experiment with different types of conflict</li> <li>• Explore imaginative writing</li> <li>• Demonstrate an understanding of plot and plot devices</li> <li>• Create significant, memorable, and well-rounded characters.</li> <li>• Demonstrate the use of literary devices effectively</li> <li>• Use consistent verb tense</li> <li>• Explore and demonstrate the use of the flashback</li> <li>• Use dialogue appropriately and effectively, both in content and format</li> <li>• Demonstrate an understanding of point of view and its effect on the story.</li> <li>• Understand the importance of theme and use it effectively</li> <li>• Understand setting and demonstrate it effectively</li> <li>• Understand and demonstrate revision techniques</li> <li>• Understand and demonstrate peer evaluation</li> <li>• Understand criticism and use it to the best advantage</li> <li>• Make significant revisions to work</li> <li>• Reflect deeply upon both the specific assignments and the actual process of writing short fiction</li> </ul>	
<p><b>Assessments</b></p>	<p><b>Performance Tasks</b></p> <p>Students will create:</p> <ul style="list-style-type: none"> <li>• Conflict Story</li> <li>• Imaginative Story</li> <li>• Tall Tale/Scary Story</li> <li>• Secret Story</li> <li>• Building Characters through Adversity Story</li> <li>• Song Story</li> <li>• Visual Prompt Story</li> </ul>	<p><b>Other Evidence</b></p> <p>Various in class writing exercises and activities</p>

<b>Unit of Study</b>	<b>Drama Unit</b> <b>Reading:</b> Various teacher selected scripts <b>Writing:</b> Create dramatic scenes and a sitcom in a workshop style environment. This includes prewriting, rough draft, peer comments, significant revision, and reflection. <b>Speaking and Listening:</b> Performance of scenes	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• <i>The Stage and the School</i></li> <li>• Various other teacher prepared resources</li> </ul>
<b>Illinois Learning Standards, Benchmarks</b>	<ul style="list-style-type: none"> <li>• 1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings</li> <li>• 1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices</li> <li>• 1.B.5a Relate reading to prior knowledge and experience and make connections to related information</li> <li>• 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</li> <li>• 1.B.5d Read age-appropriate material with fluency and accuracy</li> <li>• 1.C.5b Analyze and defend an interpretation of text</li> <li>• 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material</li> <li>• 1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques)</li> <li>• 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)</li> <li>• 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</li> <li>• 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</li> <li>• 2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works</li> </ul>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the structure of drama (action, conflict, motivation)</li> <li>• Understand and apply stage directions effectively</li> <li>• Demonstrate an effective use of terminology for the stage</li> </ul>	



	<ul style="list-style-type: none"> <li>• Demonstrate an effective plot development (preliminary situation, initial incident, rising action, climax, falling action, conclusion)</li> <li>• Be familiar with the 36 dramatic situations and experiment with them</li> <li>• Understand the elements of set design</li> <li>• Demonstrate effective character development and dialogue</li> <li>• Experiment with different types of conflict</li> <li>• Make revisions to a script based on rehearsal of that script.</li> </ul>	
<p><b>Assessments</b></p>	<p><b>Performance Tasks</b></p> <p>Students will create:</p> <ul style="list-style-type: none"> <li>• Design a set</li> <li>• Appropriate Stage directions</li> <li>• Perform a scene</li> <li>• Write a dramatic scene</li> </ul>	<p><b>Other Evidence</b></p> <p>Various in class writing assignments and activities</p>