

Perris Union High School District

Course of Study

A. COURSE INFORMATION

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|--|--|--|-----------|------|
| Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Creative Writing</div> <input type="radio"/> New <input checked="" type="radio"/> Revised | Subject Area: <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other | Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 | | |
| If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div> | Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | | |
| Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">138</div> (To be assigned by Educational Services) | | | | |
| Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Credential Required to teach this course: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Single Subject: English</div> <div style="background-color: yellow; text-align: center; font-weight: bold; font-size: small;">To be completed by Human Resources only.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> </div> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; border: none;">Signature</td> <td style="text-align: center; border: none;">Date</td> </tr> </table> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; display: inline-block;"> CalPADS CODE 9102 </div> | | Signature | Date |
| Signature | Date | | | |
| Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes PENDING <input type="checkbox"/> No Was this course <u>previously approved by UC</u> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services) | Meets "Honors" Requirements? <input type="radio"/> Yes <input checked="" type="radio"/> No | | | |
| Meets "AP" Requirements? <input type="radio"/> Yes <input checked="" type="radio"/> No | Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: | | | |
| Submitted by: Marisa Billions Site: Paloma Valley High School Date: | | | | |
| Approvals | Name/Signature | Date | | |
| Director of Curriculum & Instruction | | | | |
| Asst. Superintendent of Educational Services | | 10/20/2022 | | |
| Governing Board | | | | |

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| Prerequisite(s) (REQUIRED): |
| <ol style="list-style-type: none"> 1. C or better in 9th grade English 2. Instructional reading level of 10.0 |
| Corequisite(s) (REQUIRED): |
| As this course is not intended to replace English and is to be taken as a G elective, a grade level English class will need to be taken. |
| Brief Course Description (REQUIRED): |
| Creative Writing is a comprehensive sequence covering California skills standards related to reading and writing strategies, and to reading and writing applications, as well as standards applicable to visual and performing arts approachable through creative writing, book design, and screen writing in each of several distinct genres. |

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| B. COURSE CONTENT |
| Course Purpose (REQUIRED): <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i> |
| This course is designed to fill the CSU/UC A-G requirements as a “G” college-level elective option. |
| Course Outline (REQUIRED): <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i> |
| Hero’s Journey, Poetry, Short Stories, Gothic Literature, Tropes and Themes, Sensory Imagery, Character Development, and Script Writing for the stage and screen. |

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

SWBAT: Originate and carry to completion a finished work of creative writing including: Short Story, Novella, Poetry, Fiction, Personal Essay/Memoir, Playwriting, Screenwriting, and the Hybrid Genre.

Students will collaborate with fellow writers in compiling a publishable collection of work. This work will be fully edited, designed, and formatted. Writers will also create an original cover design for their published work.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1 N/A

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|---|---------------------------------|
| Title: Writing Fiction in High School | Edition: |
| Author: Sharon Watson | ISBN:1463582080 |
| Publisher: CreateSpace Independent Publishing Platform | Publication Date: July 18, 2011 |
| Usage: <ul style="list-style-type: none"> ● Primary Text ○ Read in entirety or near | |

Textbook #2

| | |
|---|-------------------|
| Title: | Edition: |
| Author: | ISBN: |
| Publisher: | Publication Date: |
| Usage: <ul style="list-style-type: none"> ○ Primary Text ○ Read in entirety or near | |

Supplemental Instructional Materials *Please include online, and open source resources if any.*

Various videos and blog posts to supplement lessons, some listed below.
 Handouts found in Complete High School Language Arts Curriculum Creative Writing Course (not needed for class sets, but teacher's edition to scan assignments)

- Docs Rocks! 8 Engaging Activities for Google Docs - [Blog post link](#)
- Random Writing Prompt Generator with Google Sheets - [Blog post link](#)
- Emoji Writing Prompt Generator with Google Sheets - [Blog post link](#)
- Black Out Poetry with Google Docs - [Blog post link](#)
- Drag-and-Drop "Magnetic" Poetry for [Valentines](#) or [Spring](#) or [Halloween](#) or [Winter](#)

- Emoji rebus stories for [Valentines](#) or [Halloween](#) or [Winter](#)
- Create "Pi Poems" with Google Sheets - [Blog post link](#)
- Create Your Own Story Cubes with Google Drawings - [Blog post link](#)
- 10 Writing Prompt Tools for Creative Inspiration - [Blog post link](#)
- Google Slides for Student Created Storybooks - [Blog post link](#)
- Choose Your Own Adventure Stories with Google Docs - [Blog post link](#)
- Verse By Verse - Write a Poem with AI - [Website link](#)
- 10 Googley Poetry Projects - [Blog post link](#)

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*

If more space is needed than what is provided, please attach backup as applicable.

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| Cost for class set of textbooks: \$ 1,500 | Description of Additional Costs: teacher's edition of Complete High School Language Arts Curriculum Creative Writing Course |
| Additional costs:\$ 12.99 | |
| Total cost per class set of instructional materials: | \$ 1273 |

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

- Writers will have opportunity to **read and analyze** samples from a variety of genres— from classics to modern
- Writers will **engage in thoughtful** small and whole-group discussions
- Writers will **compose a variety of original works** individually and collaboratively while incorporating various steps of the writing process
- Writers will **read, analyze, and critique** fellow writer's original works in a collaborative and safe setting
- Writers will **create** a published portfolio, including an original cover design

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

Writers will be engaged in the following methods of instruction:

- Direct Instruction
- Collaboration
- Inquiry
- Small and Whole-Group Discussion
- Question and Explore

- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Writer’s Journal | 20%

Utilized for

- Character Development
- Ideas for Dialogue and Scripts
- Setting Goals
- Changing Voice
- Fake Journals (to turn into possible poetry, stories, and scripts)

Writing Project and Collaborative Presentation | 30%

- Drafts
- Edits and Revisions
- Final Works
- Collaborative Script Writing

Final Portfolio | 50%

Final Portfolios will include no fewer than five and no more than seven samples of original work written and revised over the school year. The portfolio should not be longer than twenty pages (4,000 words).

The **samples will include at least two** of the following pieces:

- Short Story
- Novella
- Poetry
- Fiction
- Personal Essay/Memoir
- Playwriting
- Screenwriting
- Hybrid Genre

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

| Day(s) | Objective | Standard(s) | Chapter(s) | Reference |
|--------|---|-----------------------------------|------------|-----------|
| 2 | Introduction to Creative Writing SWBAT have a clear understanding of creative writing, genres and themes covered within the course. | W.3-6, 9, 10 SL.1, 3, L 1-6 | | |

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| 2 | Why We Read? SWBAT understand why reading is an important skill in being a proficient writer. | RL 1-7, 9, 10 SL.1, 3 L 1-6 | | |
| 7 | Interpretative Reading - The Short Story SWBAT pick an effective piece for performance, find voice for the narration and perform their piece to the class. | RL 1-7, 9, 10 SL.1-3, 5, 6 L1-6 | | |
| 7 | Interpretative Reading - Poetry SWBAT pick and effective piece for performance, find voice for the narration and perform their piece to the class. | RL 1-7, 9, 10 SL 1-3, 5, 6 L 1-6 | | |
| 10 | Sensory Development-Short Story SWBAT understand the uses and create original pieces using various literary devices to create a piece that evokes the senses of the readers. | RL-4, 9, 10 W.3-6, 9, 10 L1-6 | | |
| 5 | Sensory Development-Poetry SWBAT to use various literary devices to create an original poem that evokes multiple senses. | RL-4, 9, 10 W.3-6, 9, 10 | | |
| 20 | Gothic Literature and Writing - From Poe to Rice SWBAT to read and analyze various examples of Gothic literature from Edgar Alan Poe to Anne Rice, leading to the creation of their own unique piece of Gothic literature (short story or poem). | RL-1-7, 9, 10 W.3-6, 9, 10 L 1-6 | | |
| 15 | Tropes and Themes SWBAT to correctly identify why writers use tropes and various themes. Students will pick a trope and theme and create an original short story. | RL-2, 9, 10 W.3-6, 9, 10 L1-6 | | |
| 10 | Sentence Variation SWBAT to learn various techniques and skills to create sentence variation to avoid repetition and incorporate a mature and creative voice to their writing. | RL-5 W.3-6, 9, 10 L 1-6 | | |
| 20 | Character Study and Development SWBAT understand how to create lively and three- dimensional characters. Writers will utilize story sparks to incorporate these skills in adapting a short story revolving around two opposing characters. | RL-6 W.3-6, 9, 10 L 1-6 | | |

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| 20 | Script Writing SWBAT adapt the Hero's Journey to write a short five-ten minute stage or film script. | RL-7 W.3-6, 9, 10 SL. 1-3, 5, 6 L 1-6 | | |
| 20 | Edits and Revisions SWBAT give specific and productive feedback, and adapt the feedback to perfect their pieces through varied writing processes. | W.4, 5 L 1-6 | | |
| 20 | Creation of Final Project SWBAT select, perfect, and compile and their final piece in conjunction with a community of witors to create a book for publication. Writers will evaluate for final edit, revision, and original book design. | W.3-6, 9, 10 L 1-6 | | |
| 10 | Working on Portfolios and Reflections SWBAT create a collection of their work and reflect upon their growth through the writing journey. | W.4, 5 L 1-6 | | |
| 36 (half day) | Reading Journals SWBAT will keep track of a variety of pieces they read throughout the year. They will reflect and respond to the following questions: What did you enjoy? What did you learn? What would you change and why? | RL-1-6, 9, 10 L 1-6 | | |
| 36 (half day) | Story Sparks SWBAT will be able to create a unique story with three "sparks" in a list. | W 3-6, 9, 10 | | |
| 5 | Hero's Journey SWBAT to express an understanding of the hero's journey and adapt to create unique pieces. | W 3-6, 9, 10 RL 1-6 L 1-6 | | |

C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

N/A

D. BACKGROUND INFORMATION

Context for course (optional)

History of Course Development (optional)