

# LITCHFIELD PUBLIC SCHOOLS

## Core Curriculum Scope and Sequence

### Language Arts Creative Writing

**Standard 1:** *How do we understand what we read?*

**Standard 2:** *How does literature enrich our lives?*

**Standard 3:** *How do we write, speak and present effectively?*

**Standard 4:** *How do we use the English language appropriately to speak and write?*

	CT Frameworks/ Standards	Content and Skill Objectives	Assessments	Resources
Unit 1 Poetry 6 Weeks	<p><u>CT 1.2d</u> Make, support, and defend judgments about texts.</p> <p><u>CT 1.2e</u> Discuss and respond to texts, making text-to-self, text-to text, and text-to world connections.</p> <p><u>CT 1.4a</u> Communicate, respond to others, recognize validity of differing views.</p> <p><u>CT 2.1d</u> Analyze literary conventions and devices...and how they contribute to meaning and appeal.</p> <p><u>CT 3.1c</u> Use appropriate features of poetic...writing.</p> <p><u>CT 3.1d</u> Use various modes: write to delight in the imagination.</p> <p><u>CT 3.2c</u> Revise texts for organization, elaboration, fluency, and clarity.</p> <p><u>CT 4.3b</u> Demonstrate proficient use of proper mechanics, usage, and spelling skills.</p> <p><u>NETS* 2.b</u> Communicate</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Analyze, evaluate, and apply the use of poetic devices—including imagery, metaphor, and symbolism—to create text.</li> <li>Analyze, evaluate, and apply the use of stylistic devices, free verse and formal structures—including open and closed couplets, haiku, tanka, ghazals, and sonnet—to create text.</li> <li>Critique peer texts in face-to-face and online situations.</li> </ul>	<p><b>Performance Tasks</b></p> <p><b>Poetry Composition:</b> Students will use poetic resource models for analysis and group work, prior to composing, revising, and editing poetry that centers on the use of imagery.</p> <p><b>Poetry Composition:</b> Students will use poetic resource models for analysis and group work, prior to composing, revising, and editing poetry that centers on the use of metaphor and simile.</p> <p><b>Poetry Composition:</b> Students will use poetic resource models for analysis and group work, prior to composing, revising, and editing poetry that centers on the use of formal poetry: open and</p>	<p>Poetry of –</p> <p>Ezra Pound Robert Frost Walt Whitman Langston Hughes Emily Dickinson Dylan Thomas Carl Sandburg Eve Merriam Robert Browning Kathleen Jamie Lorna Crozier John Thompson Trad. Persian Poets Petrarch William Shakespeare Simon Armitage Seymour Mayne</p>

	<p>information and ideas effectively to multiple audiences using a variety of media and formats. (WikiSpaces)</p>		<p>closed couplets, haiku, sonnets.</p> <p><b>Poetry Critique:</b> Students will critique classmates' poetry in graded online and face-to-face sessions.</p>	
<p>Unit 2 Fiction 7 Weeks</p>	<p><u>CT 1.4b</u> Communicate and persuade listeners about judgments of works read. <u>CT 3.1c</u> Use appropriate features of narrative...writing. <u>CT 3.1d</u> Use various modes: write to delight in the imagination. <u>CT 3.2c</u> Revise texts for organization, elaboration, fluency, and clarity. <u>CT 4.3b</u> Demonstrate proficient use of proper mechanics, usage, and spelling skills. <u>NETS* 2.b</u> Communicate information and ideas effectively to multiple audiences using a variety of media and formats. (WikiSpaces)</p>	<ul style="list-style-type: none"> <li>Analyze, evaluate, and apply the use of setting to create text, specifically short fiction.</li> <li>Analyze, evaluate, and apply the use of character development strategies to create text.</li> <li>Analyze, evaluate, and apply knowledge of myth theory and the Hero's Journey to create text.</li> <li>Analyze, evaluate, and apply the use of stylistic devices—including tone and irony—to create text.</li> <li>Analyze, evaluate, and apply the use of narrative voice and point of view to create text.</li> </ul>	<p><b>Fiction Composition:</b> Students will use fiction resource models for analysis and group work, prior to composing, revising, and editing short fiction that centers on the use of setting.</p> <p><b>Fiction Composition:</b> Students will use fiction resource models for analysis and group work, prior to composing, revising, and editing short fiction that centers on the use of character.</p> <p><b>Fiction Composition:</b> Students will use fiction resource models for analysis and group work, prior to composing, revising, and editing short fiction that utilizes specific tone and/or irony through the manipulation of narrative voice or point of view.</p>	<p>Critical Work of – Joseph Campbell Fiction of – Raymond Chandler Truman Capote Yoshiko Uchida Edgar Allen Poe Algernon Blackwood Kate Chopin Shirley Jackson O. Henry Jane Austen Ken Kesey J.D. Salinger Film: <i>The Island</i></p>

			<p><b>Fiction Critique:</b> Students will critique classmates' poetry in graded online and face-to-face sessions.</p>	
<p>Unit 3 Creative Nonfiction 4 Weeks</p>	<p><u>CT 2.1b</u> Explore and identify differences in structures of fiction and nonfiction. <u>CT 3.1d</u> Use various modes: write to delight in the imagination. <u>CT 3.2d</u> Research information from multiple sourced for a specific purpose. <u>NETS* 2.b</u> Communicate information and ideas effectively to multiple audiences using a variety of media and formats. (WikiSpaces, Online Blogs) <u>NETS* 1.b + 3.b</u> – Create original works as a means of personal or group expression. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. (Online social/environmental issues and model research)</p>	<ul style="list-style-type: none"> <li>Analyze, evaluate, and apply the use of narrative voice and point of view in to create text, specifically personal essay.</li> <li>Analyze, evaluate, and apply the use of narrative structure and content to create text, specifically memoir.</li> <li>Analyze, evaluate, and apply the use of research, as well as use of narrative and expository text, to create text, specifically issue-oriented essay.</li> </ul>	<p><b>Nonfiction Composition:</b> Students will use creative nonfiction resource models for analysis and group work, prior to composing, revising, and editing short, creative nonfiction, personal essays that utilize narrative voice and point of view.</p> <p><b>Nonfiction Composition:</b> Students will use creative nonfiction resource models for analysis and group work, prior to composing, revising, and editing short, creative nonfiction memoir.</p> <p><b>Nonfiction Composition:</b> Students will use creative nonfiction resource models for analysis and group work, prior to composing, revising, and editing short, creative nonfiction, issue-oriented essays.</p> <p><b>Nonfiction Critique:</b> Students will critique classmates' poetry in graded online and face-to-face sessions.</p>	<p>National Public Radio: <i>This I Believe</i> Special Series <i>Patagonia</i> and various other online/.edu sources for essays and memoir Film: <i>Temple Grandin</i></p>

<p><b>Unit 4</b></p> <p><b>Literary Journal, Publishing, and Filmwriting</b></p> <p><b>3 Weeks</b></p>	<p><u>CT 3.2f</u> Publish and/or present final products in myriad ways, using arts and technology.</p> <p><u>CT 4.3b</u> Demonstrate proficient use of proper mechanics, usage, and spelling skills.</p> <p><u>CT 4.3c</u> Use resources for proofreading and editing.</p> <p><u>NETS* 2.b</u> Communicate information and ideas effectively to multiple audiences using a variety of media and formats. (<i>FinalDraft</i> screenwriting software, <i>CreateSpace</i> and <i>Lulu</i> publishing design software)</p>	<ul style="list-style-type: none"> <li>• Select, revise, edit, and proofread portfolio work for literary journal submission.</li> <li>• Analyze, evaluate, and apply knowledge of query letters, proposals, for synopsis for agent/editor submission.</li> <li>• Analyze, evaluate, and apply specialty formatting and focus to create screenplay scenes.</li> </ul>	<p><b>Manuscript Preparation:</b> Students will work individually and in groups, revising, formatting, editing, and proofreading work prior to assembly of a literary journal.</p> <p><b>Script Composition:</b> Students will use screenplay resource models for analysis and group work, prior to composing, revising, and editing short scripts of scenes from original work.</p>	<p>Various online sources for screenplay models.</p> <p>Various online sources for publication information, agent lists, synopsis models.</p>
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