



Old Bridge Township School District

Curriculum & Instruction Department

Course: Creative Writing

Department: English

Term: Semester

Board Approval	Committee Members	Supervisor	Notes
9/24/2024	Tim O'Neill	Rocco Celentano	

MISSION STATEMENT

Recognizing that each person has an inherent worth, it is the mission of the Old Bridge Public Schools to empower each student to learn to achieve success and to become a confident, productive member of a pluralistic, global society prepared to face the challenges of the 21st Century.

BELIEFS

- Learning is a lifelong process.
- All children can learn.
- Education is a shared responsibility among the schools, the child, the family and the community.
- All students are entitled to a safe, supportive learning environment.
- Self-esteem is necessary for successful learning.
- The development of curriculum is an on-going and cyclical process.
- The district should provide a dynamic curriculum that recognizes the various needs and learning styles of our students.
- An appreciation of the arts and humanities enhances the education of the whole child.
- All students should be taught to appreciate and respect the cultural differences in our society.
- All students are worthy of educational opportunity, respect, tolerance, and fairness.
- Schools should prepare students to function successfully in society.
- All children should be encouraged to rise to their highest level of achievement.

AFFIRMATIVE ACTION STATEMENT

The Old Bridge Township Public Schools provides equal educational opportunities for all students, including equal access to all school facilities, programs, equipment, staff services, financial resources, courses, or activities, and other benefits regardless of race, color, creed, religion, sex, ancestry, national origin, social, economic or academic status or physical handicap.

PHILOSOPHY

The Old Bridge Township School District English programs provide students with meaningful learning experiences. These programs enable students to grow and develop intellectually, emotionally, and socially. The English programs support students becoming fulfilled, productive members of society. Classroom practices are initially teacher centered and then become student centered with skill mastery. This fosters life-long learning. Individual student differences are recognized with respect to learning styles, multiple intelligences, and developmental readiness for learning new skills and concepts. Language and cultural differences are thus a resource for learning and developing global perspectives necessary for life in the 21st century. Classroom activities are engaging and foster reading, writing, speaking, listening, creative and critical thinking and viewing skills. Appreciation for creativity and imagination with reinforcement of computer, reading and writing skills will be an integral part of student experiences at all grade levels. Through integrated language experience, students will become fluent readers, writers, designers, and critical thinkers, who are proficient in all aspects of language.

PREFACE

Creative Writing is a one semester elective course that is open to students in grades 10, 11, and 12. It is designed for students of all ability levels who wish to enhance their speaking and writing skills. Students will write in various modes such as poetry, fiction, nonfiction, autobiographical essays, songs, portfolios, essays, newspaper articles and advertisements, and letters.

Self-expression is learned through writing, reading, listening, and speaking. Creative Writing utilizes these skills while enabling students to become more confident writers and individuals. Creative Writing is a course designed to help students learn who he or she is. Students should understand the various components of the writing and thinking process and take into consideration the purpose for writing and the audience being addressed. This is a course designed to help students become more proficient in writing for many purposes: to reflect, to confide, to create, to entertain, and to express.

While students work through various genres, they will become more aware of the writing process. Students will learn the honesty and truth behind their writing. The intention of this course is designed to help students refine these skills through writing rough drafts, proofreading, editing, revising, peer editing, self-evaluation, teacher evaluation, and writing final copies. As students become more comfortable and confident in writing, they will design and create large scale writing projects involving the entire student body. Students will articulate themselves in a fashion designed to prepare them for the real world.

Old Bridge Pacing Calendar

Marking Period 1		Marking Period 2	
Topic/Unit (use assessments as breaks if you divide a Unit) Identify what content will comprise each major assessment.		Topic/Unit (use assessments as breaks if you divide a Unit) Identify what content will comprise each major assessment.	
1	Descriptive Language	1	Research and Public Speaking
2	Writing for a Variety of Purposes	2	Revising, Editing, and Reshaping
3	Writing on a Variety of Topics Within a Range of Genres	3	Publishing and Portfolio
4		4	
5		5	
6		6	

Core Instructional Resources and Materials (Including Varied Levels of Text)

- *321 Creative Writing Prompts*. Lisa Dyer. Arcturus Holdings Limited. 2021. (Classroom Resource)
- *Rules for Writers: Seventh Edition*. Diana Hacker and Nancy Sommers. Bedford/St. Martin's. 2012. (Classroom Set)
- **PLEASE NOTE:** Any resource or material that falls outside of the approved lists included within the curriculum document must have administrative approval prior to use. These resources or materials must also be noted in the teacher's lesson plan after approval is granted.

Unit # 1

*Note: If you break the topic into two units you can name it Topic 1A or make the two individual units

Duration (5-7 blocks)

*Note: one block is one day

Topic: Descriptive Language

Alignment to NJSLs (include practice standards)

- RL.11-12.1-6, 10
- W.11-12.1-4,9-10
- SL.11-12.1,3,4,6
- L.11-12.1-6

Technology, Career Awareness, and 21st Century Standards (NJSLs 9)

Identify standards from: [Computer Science & Design Thinking \(NJSLs 8\)](#) and

- [Career Readiness, Life Literacies & Key Skills \(NJSLs 9\)](#)
- 9.4.12.CI.1 – Students will demonstrate creativity through the original work they create throughout the course.

Interdisciplinary Standards

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

Learning Objectives and Activities

- **SWBAT answer the following questions:**
 - How does the use of descriptive words and phrases impact the audience?
- **SWBAT demonstrate understanding of the following:**
 - How style and content contribute to the power, persuasiveness, or beauty of a text
 - A speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used
- **Learning Activities:**
 - Review excerpts from books and newspaper/magazine articles
 - Journal writing
 - Critique sample writings in pairs and small groups
 - View and respond to descriptive passages in books, lyrics, and films
 - Whole class and group discussions
 - Rewrite a descriptive scene from a book or film
 - Write collaboratively and independently
 - Group and individual presentations
 - Write in response to visual prompts

Benchmark, Formative, Summative and Alternative Assessments

- Alternative
 - Class Participation
 - Teacher Observation
- Summative:
 - Poetry Critique
 - Original Writing
 - Writing in response to prompts
- Formative:
 - Classwork
 - Journals
 - Exit Slips
 - Class Discussion
 - Writing Conferences
 - Groupwork
 - Teacher Observation

Unit # 2	Duration (7-10 blocks)
*Note: If you break the topic into two units you can name it Topic 1A or make the two individual units	*Note: one block is one day
Topic: Writing for a Variety of Purposes	
Alignment to NJSL (include practice standards)	
<ul style="list-style-type: none"> • RL.11-12.1-6, 10 • W.11-12.1-4,9-10 • SL.11-12.1,3,4,6 • L.11-12.1-6 	
Technology, Career Awareness, and 21st Century Standards (NJSL 9)	
Identify standards from: Computer Science & Design Thinking (NJSL 8) and Career Readiness, Life Literacies & Key Skills (NJSL 9) <ul style="list-style-type: none"> • 9.4.12.Cl.1 – Students will demonstrate creativity through the original work they create throughout the course. • 9.4.12.IML.8 – Students will evaluate media to identify purpose and create their own text for a specific purpose and audience. 	
Interdisciplinary Standards	
Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)	
Learning Objectives and Activities	
<ul style="list-style-type: none"> • SWBAT answer the following questions: <ul style="list-style-type: none"> ○ How does an author shape his/her writing to suit a specific audience? • SWBAT demonstrate understanding of the following: <ul style="list-style-type: none"> ○ How to appeal to a specific audience ○ How writing to appeal to specific audience affects the content and style of a text • Learning Activities: <ul style="list-style-type: none"> ○ Review excerpts from books and newspaper/magazine articles ○ Journal writing ○ Critique sample writings in pairs and small groups ○ Whole class and group discussions ○ Write collaboratively and independently ○ Group and individual presentations ○ Write a letter 	
Benchmark, Formative, Summative and Alternative Assessments	
<ul style="list-style-type: none"> • Alternative <ul style="list-style-type: none"> ○ Class Participation ○ Teacher Observation • Summative: <ul style="list-style-type: none"> ○ Literary Analysis Assessment (Oral or Written) 	

- Original Writing
- Formative:
 - Classwork
 - Journals
 - Exit Slips
 - Class Discussion
 - Writing Conferences
 - Groupwork
 - Teacher Observation

Unit # 3

*Note: If you break the topic into two units you can name it Topic 1A or make the two individual units

Duration (7-10 blocks)

*Note: one block is one day

Topic: Writing on a Variety of Topics Within a Range of Genres

Alignment to NJSL Standards (include practice standards)

- RL.11-12.1-6, 10
- W.11-12.1-4,9-10
- SL.11-12.1,3,4,6
- L.11-12.1-6

Technology, Career Awareness, and 21st Century Standards (NJSL Standards 9)

Identify standards from: **Computer Science & Design Thinking (NJSL Standard 8)** and

- **Career Readiness, Life Literacies & Key Skills (NJSL Standard 9)**
- 9.4.12.Cl.1 – Students will demonstrate creativity through the original work they create throughout the course.
- 9.4.12.IML.8 – Students will evaluate media to identify purpose and create their own text for a specific purpose and audience.

Interdisciplinary Standards

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- **Climate Change Mandate (tied to specific standard) (ELA and Math have companion guides)**
- SL.UM.11–12.5 – Students will create a piece with the intention of bringing attention to the issue of Climate Change.

Learning Objectives and Activities

- **SWBAT answer the following questions:**
 - How does an author adapt his/her writing based on topics and genres?
- **SWBAT demonstrate understanding of the following:**
 - How to write about a variety of topics
 - How write in a variety of genres
- **Learning Activities:**
 - Journal writing

- Critique sample writings in pairs and small groups
- Whole class and group discussions
- Write collaboratively and independently
- Group and individual presentations
- Write a various types of poetry
- Write a narrative
- Write a children’s rhyme or story
- Write a review
- Write a parody or comedic piece

Benchmark, Formative, Summative and Alternative Assessments

- Alternative
 - Class Participation
 - Teacher Observation
- Summative:
 - Original Writing
- Formative:
 - Classwork
 - Journals
 - Exit Slips
 - Class Discussion
 - Writing Conferences
 - Groupwork
 - Teacher Observation

Unit # 4

*Note: If you break the topic into two units you can name it Topic 1A or make the two individual units

Duration (5-7 blocks)

*Note: one block is one day

Topic: Research and Public Speaking

Alignment to NJSL Standards (include practice standards)

- RL.11-12.1-6, 9-10
- RI.11-12.1-4, 7, 9
- W.11-12.1-4,7-10
- SL.11-12.1-6
- L.11-12.1-6

Technology, Career Awareness, and 21st Century Standards (NJSL Standards 9)

Identify standards from: **Computer Science & Design Thinking (NJSL Standard 8)** and

- **Career Readiness, Life Literacies & Key Skills (NJSL Standard 9)**
- 9.4.12.CI.1 – Students will demonstrate creativity through the original work they create throughout the course.
- 9.4.12.IML.2 – While conducting their research, students will evaluate and compare the reliability of various online resources.

Interdisciplinary Standards

- 6.2.12.HistoryUP.4.b – Through their research, students will gain a better understanding of how art is influenced by the conditions and society in which the author lived.

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

Learning Objectives and Activities

- **SWBAT answer the following questions:**
 - How were now-revered authors received in their time?
- **SWBAT demonstrate understanding of the following:**
 - How to conduct effective research
 - How to present information effectively
- **Learning Activities:**
 - Journal writing
 - Critique sample writings in pairs and small groups
 - Whole class and group discussions
 - Write collaboratively and independently
 - Group and individual presentations
 - Research a selected author's life and career
 - Write and present a reflection on the research
 - Write a piece using a text from the author as a mentor text

Benchmark, Formative, Summative and Alternative Assessments

- Alternative
 - Class Participation
 - Teacher Observation
- Summative:
 - Research Presentation
 - Original Writing
- Formative:
 - Classwork
 - Journals
 - Exit Slips
 - Class Discussion
 - Writing Conferences
 - Groupwork
 - Teacher Observation

Unit # 5	Duration (5-7 blocks)
*Note: If you break the topic into two units you can name it Topic 1A or make the two individual units	*Note: one block is one day
Topic: Revising, Editing, and Reshaping	
Alignment to NJSLS (include practice standards)	
<ul style="list-style-type: none"> • RL.11-12.1-6, 10 • W.11-12.1-5,9-10 • SL.11-12.1,3,4,6 • L.11-12.1-6 	
Technology, Career Awareness, and 21st Century Standards (NJSLS 9)	
Identify standards from: Computer Science & Design Thinking (NJSLS 8) and Career Readiness, Life Literacies & Key Skills (NJSLS 9)	
<ul style="list-style-type: none"> • 9.4.12.Cl.1 – Students will demonstrate creativity through the original work they create throughout the course. 	
Interdisciplinary Standards	
Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)	
Learning Objectives and Activities	
<ul style="list-style-type: none"> • SWBAT answer the following questions: <ul style="list-style-type: none"> ○ How does a piece progress from a first draft to being publication-ready? • SWBAT demonstrate understanding of the following: <ul style="list-style-type: none"> ○ How to edit effectively ○ How to revise ○ How to critically examine their own work • Learning Activities: <ul style="list-style-type: none"> ○ Journal writing ○ Whole class and group discussions ○ Write collaboratively and independently ○ Group and individual presentations ○ Self-evaluation ○ Revision of drafts ○ Editing of revised work 	
Benchmark, Formative, Summative and Alternative Assessments	
<ul style="list-style-type: none"> • Alternative <ul style="list-style-type: none"> ○ Class Participation ○ Teacher Observation • Summative: <ul style="list-style-type: none"> ○ Publication ready piece(s) ○ Original Writing • Formative: 	

- Classwork
- Journals
- Exit Slips
- Class Discussion
- Writing Conferences
- Groupwork
- Teacher Observation

Unit # 6

*Note: If you break the topic into two units you can name it Topic 1A or make the two individual units

Duration (5-7 blocks)

*Note: one block is one day

Topic: Publishing and Portfolio

Alignment to NJSL Standards (include practice standards)

- RL.11-12.1-6, 10
- W.11-12.1-6,9-10
- SL.11-12.1,3,4,6
- L.11-12.1-6

Technology, Career Awareness, and 21st Century Standards (NJSL Standards 9)

Identify standards from: **Computer Science & Design Thinking (NJSL Standards 8)** and

- **Career Readiness, Life Literacies & Key Skills (NJSL Standards 9)**
- 9.4.12.CI.1 – Students will demonstrate creativity through the original work they create throughout the course.
- 9.4.12.DC.1 – Through the publishing of their work, students will gain an understanding of the sharing of intellectual property.
- 9.4.12.DC.6 – In selecting work for digital and/or print publication, students will understand, the possible positive and negative impact of publication.

Interdisciplinary Standards

- 6.2.12.HistoryCC.5.e – Though the publication process students will gain a first-hand understanding of how information is spread in the modern technological world.

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

Learning Objectives and Activities

- **SWBAT answer the following questions:**
 - How does a piece get published?
- **SWBAT demonstrate understanding of the following:**
 - How to critically examine their own work
 - How to prepare a piece for publication
- **Learning Activities:**
 - Journal writing

- Whole class and group discussions
- Write collaboratively and independently
- Group and individual presentations
- Self-evaluation and reflection
- Revision of drafts
- Editing of revised work
- Curate pieces for personal portfolio and submission to the Literary Magazine

Benchmark, Formative, Summative and Alternative Assessments

- Alternative
 - Class Participation
 - Teacher Observation
- Summative:
 - Publication ready piece(s)
 - Original Writing
- Formative:
 - Classwork
 - Journals
 - Exit Slips
 - Class Discussion
 - Writing Conferences
 - Groupwork
 - Teacher Observation

Modifications (ML, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ML

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Use large print books, Braille, or e-books
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / anchor charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities

- Provide whole group enrichment explorations
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Provide anchor charts with high frequency words and phonemic patterns