

## CREATIVE WRITING PROSE and POETRY I

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<b>STANDARD 1.1</b> <i>Understand and practice writing as a recursive process.</i>			
<b>CE1.1.1</b> Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.	Students in the class are required to create one new piece of original writing per week, to edit drafts using a peer-workshop process, and to polish work into publishable condition for end-of-the-semester portfolios		
<b>CE1.1.2</b> Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g. free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).	Students will be involved on a daily basis in the process of generating ideas to write about through various “busting writers’ block” exercises and writing prompts. Students will use writing journals to observe the world and take notes on what they see and then to use them to generate new ideas to write about		
<b>CE1.1.3</b> Select and use language that is appropriate (e.g. formal, informal, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g. letter to editor, proposal, poem, or digital story).	Students will be challenged to write for the audience of their classmates, and also for public audiences at open mic readings. Students will also be encouraged to submit their work to literary magazines		
<b>CE1.1.4</b> Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g. structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.	Students will compose 17 drafts of original writing throughout the semester and will have those drafts critiqued in workshop format by their peers		
<b>CE1.1.5</b> Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text—deleting and/or reorganizing ideas, and addressing potential readers’ questions.	Students will compose 17 drafts of original writing throughout the semester and will have those drafts critiqued in workshop format by their peers. The drafts will then be revised into publishable condition and submitted in end-of-the-semester portfolios		
<b>CE1.1.6</b> Reorganize sentence elements as needed and	Students will compose 17 drafts of		

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choose grammatical and stylistic options that provide sentence variety, fluency, and flow.	original writing throughout the semester and will have those drafts critiqued in workshop format by their peers. Specific attention will be paid to sentence variety, fluency and flow.		
<b>CE1.1.7</b> Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for the audience.	Students will compose 17 drafts of original writing throughout the semester and will have those drafts critiqued in workshop format by their peers. Specific attention will be paid to editing for style, tone and word choice and for conventions of grammar and usage and for mechanics that are appropriate for a specific audience		
<b>CE1.1.8</b> Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.	Students will prepare end-of-the-semester portfolios that must be in publishable condition: i.e., proofread for grammar and spelling and students will be encouraged to submit their work to literary magazines		
<b>STANDARD 1.2</b> <i>Use writing, speaking, and visual expression for personal understanding and growth.</i>			
<b>CE1.2.1</b> Write, speak, and use images and graphs to understand and discover complex ideas	Students will compose 17 drafts of original writing throughout the semester and will have those drafts critiqued in workshop format by their peers. Students will read their work to their peers aloud to work on reading publicly. Students are encouraged to write using concrete details, to “paint pictures with words.”		
<b>CE1.2.2</b> Write, speak, and visually represent to develop self-awareness and insight (e.g. diary, journal writing, portfolio self-assessment).	Students will compose 17 drafts of original writing throughout the semester and will have those drafts critiqued in workshop format by their peers. They will be encouraged to write “archeologically” and excavate		

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	their interior lives, answering questions like “who are you from?” “where are you from?” and “what are you from?”		
<b>CE1.2.3</b> Write, speak, and create artistic representations to express personal experience and perspective (e.g. personal narrative poetry, imaginative writing, slam poetry, blogs, webpages).	Students will compose 17 drafts of original writing throughout the semester including poetry, personal narratives, short stories, etc		
<b>CE1.2.4</b> Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.	Students will assess their own writing through revision, a reflective essay in their portfolios, and through the process of gathering and organizing pieces for their portfolios.		
<b><i>STANDARD 1.3 Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g. to reflect, persuade, inform, analyze, entertain, inspire).</i></b>			
<b>CE1.3.1</b> Compose written, spoken, and/or multimedia compositions in a range of genres (e.g. personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g. expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g. autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).	Students will compose 17 drafts of original writing throughout the semester and will have those drafts critiqued in workshop format by their peers. Students will be encouraged to experiment with different genres and forms		
<b>CE1.3.2</b> Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.	Students will be challenged to be logical and coherent in the work they write and to use effective transitions, well-crafted compelling openings, and powerful endings		
<b>CE1.3.3</b> Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.	Students will be encouraged to use creative language in the development of any idea they choose to write about.		

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<p><b>CE1.3.4</b> Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).</p>	<p>Students will be encouraged to find the most effective structures to develop and convey their ideas with maximum impact. Students will participate in writing exercises to develop effective beginnings and endings, to play with sound and think about the oral quality of their words, and to use effective verbs in their writing.</p>		
<p><b>CE1.3.5</b> From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.</p>	<p>Through the workshop process, students will always be aware of the audience for their work and will learn to develop strategies to communicate their ideas effectively, both on paper and orally.</p>		
<p><b>CE1.3.6</b> Use speaking, writing, and visual presentations to appeal to audiences of different social, economic and cultural backgrounds and experiences (e.g. include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).</p>	<p>Through the workshop process, students will present their work to audiences of diverse cultural and ethnic backgrounds and experiences.</p>		
<p><b>CE1.3.7</b> Participate collaboratively and productively in groups (e.g. response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.</p>	<p>Through the workshop process, students will work collaboratively to help each other develop skills as writers, editors and critical thinkers through posing relevant questions, offering suggestions and providing critical feedback.</p>		
<p><b>CE1.3.8</b> Evaluate own and others' effectiveness in group discussions and formal presentations (e.g. considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).</p>	<p>Through the workshop process, students will learn to evaluate their own effectiveness in group discussions as well as the effectiveness of their peers. Further evaluations in these areas will be present in the final portfolios as well.</p>		
<p><b>CE1.3.9</b> Use the formal, stylistic, content, and mechanical conventions of a variety of genres in</p>	<p>Students will compose 17 drafts of original writing throughout the</p>		

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speaking, writing, and multimedia presentations.	semester and will have those drafts critiqued in workshop format by their peers. They will be encouraged to experiment in poetry, both free verse and formal, and in fiction-writing and creative non-fiction. They will present their pieces to each other on a weekly basis during workshops and also be encouraged to participate in public readings and to submit their work to literary magazines.		
<b><i>STANDARD 1.4</i></b> <i>Develop and use the tools and practices of inquiry and research-generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.</i>			
<b>CE1.4.1</b> Identify, explore, and refine topics and questions appropriate for research.	Students will learn when research is necessary and be able to identify when further exploration of a topic is appropriate in order to effectively express an idea.		
<b>CE1.4.2</b> Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.	Students will be encouraged to systematically gather, organize and select important fact-based information and primary-source observational information to use in their writing in order to add authenticity and credibility to their voices.		
<b>CE1.4.3</b> Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g. argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).	Students will be encouraged to use supporting evidence to explore differences and similarities between people, peoples, and cultures and to examine or discover connections to the universal human condition.		
<b>CE1.4.4</b> Interpret, synthesis, and evaluate	Students will evaluate the		

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information/findings in various print sources and media (e.g. fact and opinion, comprehensiveness of the evidence, bias varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.	perspectives of different writers in poems, stories, articles, songs and films in order to discern credibility and coherence in idea presentation.		
<b>CE1.4.5</b> Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	Students will challenge each other through the workshop format to use coherent and logical organizational structures and transitions.		
<b>CE1.4.6</b> Use appropriate conventions of textual citation in different contexts (e.g. different academic disciplines and workplace writing situations).	Students will use appropriate citations when referencing the work of other writers or artists.		
<b>CE1.4.7</b> Recognize the role of research including student research as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g. presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).	Students will benefit from collective knowledge through the workshop process which depends heavily on a communal aesthetic for leaning and growth.		
<b>STANDARD 1.5</b> <i>Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g. poetry, fiction and creative nonfiction stories, academic ad literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).</i>			
<b>CE1.5.1</b> Use writing, speaking, and visual expression to develop powerful, creative and critical messages.	Students will compose 17 drafts of original writing throughout the semester and will have those drafts critiqued in workshop format by their peers.		
<b>CE1.5.2</b> Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.	Students will participate in performance exercises and create multimedia presentations using music in combination with their		

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	words. Students will be encouraged to perform their work publicly in public readings and poetry slams.		
<b>CE1.5.3</b> Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g. focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).	Students will be encouraged to play with sound to create maximum oral effect for their words and to learn how to perform their words using cadences, pauses and body language for visual cues.		
<b>CE1.5.4</b> Use technology tools (e.g. word processing, presentation of multimedia software) to produce polished written and multimedia work (e.g. literary and expository works, proposals, business presentations, advertisements).	Students will use word processing tools to create their portfolios of polished literary work.		
<b>CE1.5.5</b> Respond to and use feedback to strengthen written and multimedia presentations (e.g. clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).	Through the workshop process, students will hone their skills both in offering and accepting feedback of their work.		
<b><i>STANDARD 2.1 Develop critical reading, listening, and viewing strategies.</i></b>			
<b>CE2.1.1</b> Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make a connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.	Students will discuss what works in a piece of writing in a particular genre (poetry, fiction, non-fiction, film) before examining examples of works in those genres and evaluating their effectiveness.		
<b>CE2.1.2</b> Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustration, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey	Students will discuss the use of informational strategies in works of literature and film and evaluate the consequent structural impacts.		

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	meaning, and inspire or mislead audiences.		
<b>CE2.1.3</b>	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixed, and the use of appropriate resource materials such as print and electronic dictionaries.	Through the workshop process and the study of poems, stories and other literary texts, students will learn to comprehend unfamiliar words, idiomatic expressions, specialized vocabulary and technical meanings of terms through context clues and word roots.	
<b>CE2.1.4</b>	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.	Through the workshop process and the study of poems, stories and other literary texts, students will learn to identify and evaluate the primary focus. Logical argument, structure, and style of a text or speech and how these elements work effectively in a text.	
<b>CE2.1.5</b>	Analyze and evaluate the components of multiple organizational patterns (e.g. compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).	Through the workshop process and the study of poems, stories and other literary texts, students will analyze and evaluate the components of multiple organizational patterns.	
<b>CE2.1.6</b>	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g. documentaries and research presentations) and elements of expository texts (e.g. thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.	Through the workshop process and the study of poems, stories and other literary texts, students will learn to examine the argumentation and conclusion of multiple informational texts.	
<b>CE2.1.7</b>	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	Through the workshop process and the study of poems, stories and other literary texts, students will demonstrate understanding of written, spoken or visual information and learn how to effectively critique a text.	
<b>CE2.1.8</b>	Recognize the conventions of visual and multimedia presentations (e.g. lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.	Students will evaluate and analyze film and visual representations of performance poems.	
<b>CE2.1.9</b>	Examine the intersections and distinctions	Students will be encouraged to write	

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	between visual (media images, painting, film, and graphic arts) and verbal communication.	in response to visual art and film.	
<b>CE2.1.10</b>	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.	Through the workshop process and the study of poems, stories and other literary texts, students will learn how to respond thoughtfully to print, oral and visual presentations.	
<b>CE2.1.11</b>	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.	Through the workshop process and the study of poems, stories and other literary texts, students will demonstrate appropriate social skills or audience, group discussion, and work team behavior.	
<b>CE2.1.12</b>	Use a variety of strategies to enhance listening comprehension (e.g. monitor message clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information.	Through the workshop process and the study of poems, stories and other literary texts, students will develop enhanced listening skills and the ability to respond thoughtfully to oral presentation of a literary text.	
<b><i>STANDARD 2.2 Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g. drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).</i></b>			
<b>CE2.2.1</b>	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g. imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).	Through the workshop process and the study of poems, stories and other literary texts, students will recognize literary and persuasive strategies such as imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view and how these strategies work effectively in a literary text. The process of writing 17 pieces in a semester will also enhance the understanding of these ideas.	
<b>CE2.2.2</b>	Examine the ways in which prior knowledge and personal experience affect the understanding of	Through the workshop process and the study of poems, stories and other	

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written, spoken, or multimedia text.	literary texts, students will examine the ways in which prior knowledge and personal experience affect the understanding of literary text. The process of writing 17 pieces in a semester will also enhance the understanding of these ideas.		
<b>CE2.2.3</b> Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.	Through the workshop process and the study of poems, stories and other literary texts, students will interpret the meaning of literary text by drawing on different cultural, theoretical and critical perspectives. The process of writing 17 pieces in a semester will also enhance the understanding of these ideas.		
<b>STANDARD 2.3</b> <i>Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.</i>			
<b>CE2.3.1</b> Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.	Through the workshop process and the study of poems, stories and other literary texts, students will view diverse texts on multiple topics. The process of writing 17 pieces in a semester will also enhance understanding in these areas.		
<b>CE2.3.2</b> Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.	Through the workshop process and the study of poems, stories and other literary texts, students will be exposed to a wide range of literature based on their own interest and curiosity. The process of writing 17 pieces in a semester will also enhance understanding of each student's individual interests. Students will also be required to analyze a piece of literature of their own choosing in their end-of-semester portfolios.		
<b>CE2.3.3</b> Critically read and interpret instructions for a	Students will critically read and		

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variety of tasks (e.g. completing assignments, using software, writing college and job applications).	interpret instructions for their rough drafts, for critiquing work in workshop, for compiling portfolios, submitting work to literary magazines, and participating in poetry slams.		
<b>CE2.3.4</b> Critically interpret primary and secondary research-related documents (e.g. historical and government documents, newspapers, critical and technical articles, and subject-specific books).	Students will critically interpret primary and secondary research-related documents and decide how to use them when creating their own fact-based poems and stories.		
<b>CE2.3.5</b> Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.	Through the workshop process and the study of poems, stories and other literary texts, students will engage in self-assessments of their own skills as readers, listeners and viewers and will summarize those assessments in their reflective essays in their portfolios.. The process of writing 17 pieces in a semester will also enhance the understanding of these ideas.		
<b>CE2.3.6</b> Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.	Through the workshop process and the study of poems, stories and other literary texts, students will reflect on understanding of literary text and set their own learning goals. The process of writing 17 pieces in a semester will also enhance the understanding of these ideas, as will the reflective essay on their growth as writers in their portfolios.		
<b>CE2.3.7</b> Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g. book talks, literature circles, film clubs).	Through the workshop process, students will be active members in literary communities. They will also be encouraged to participate in broader community activities such as book clubs, writing workshops, and readings.		
<b>CE2.3.8</b> Develop and apply personal, shared, and academic criteria to evaluate own and others'	Through the workshop process and the study of poems, stories and other		

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oral, written, and visual texts.	literary texts, students will develop and apply criteria to evaluate their own and other literary texts. The process of writing 17 pieces in a semester will also enhance the understanding of these ideas, as will the compilation of an end-of-the-semester portfolio.		
<b>STANDARD 3.1</b> <i>Develop the skills of close and contextual literary reading.</i>			
<b>CE3.1.1</b> Interpret literary language (e.g. imagery, allusions, symbolism, metaphor) while reading literary and expository works.	Through the workshop process and the study of poems, stories and other literary texts, students will interpret literary language while reading literary and expository works.		
<b>CE3.1.2</b> Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.	Through the study of various examples of short fiction, and various accompanying writing exercises, students will demonstrate an understanding of literary characterization and character development. The workshop process will help in this area too.		
<b>CE3.1.3</b> Recognize a variety of plot structures and elements (e.g. story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.	Through the study of various examples of short fiction, and various accompanying writing exercises, students will demonstrate understanding of a variety of plot structures and elements and describe their impact on the reader in specific literary works. The workshop process will help in this area too.		
<b>CE3.1.4</b> Analyze characteristics of specific works and authors (e.g. voice, mood, time sequence, author vs narrator, stated vs implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.	Through the study of various examples of short fiction and poems, and various accompanying writing exercises, students will analyze characteristics of specific works and authors and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work. The workshop process will		Q

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	help in this area too.		
<b>CE3.1.5</b> Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.	Through the study of various examples of short fiction and poems, and various accompanying writing exercises, students will compare and contrast how different authors handles similar themes and subject matter.		
<b>CE3.1.6</b> Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.	Through the study and discussion of various examples of short fiction and poems, and through the workshop process, students will examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.		
<b>CE3.1.7</b> Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.	Through the study of various examples of short fiction and poems and other literary texts, and various accompanying writing exercises, and through the workshop process, students will analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.		
<b>CE3.1.8</b> Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.	Through the study of various examples of short fiction and poems and other literary texts, and various accompanying writing exercises, and through the workshop process, students will demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.		
<b>CE3.1.9</b> Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.	Through the study of various examples of short fiction and poems and other literary texts, and various accompanying writing exercises, and through the workshop process, students will analyze how the		

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	tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.		
<b>CE3.1.10</b> Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.	Through the study of various examples of short fiction and poems and other literary texts, and various accompanying writing exercises, and through the workshop process, students will demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary texts.		
<b>STANDARD 3.2</b> <i>Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g. myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).</i>			
<b>CE3.2.1</b> Recognize a variety of literary genres and forms (e.g. poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.	Through the study of various examples of short fiction and poems and other literary texts, and various accompanying writing exercises, and through the workshop process, students will recognize a variety of literary genres and forms and demonstrate an understanding of the way in which genre and form influence meaning.		
<b>CE3.2.2</b> Identify different types of poetry (e.g. epic, lyric, sonnet, free verse) and explain how specific features (e.g. figurative language, imagery, rhythm, alliteration, etc.) influence meaning.	Through the study of various examples of poems, students will identify different types of poetry and explain how specific features influence meaning.		
<b>CE3.2.3</b> Identify how elements of dramatic literature (e.g. dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.	Through the study of various examples dramatic literature, students will identify how elements		

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	of dramatic literature illuminate the meaning of the text.		
<b>CE3.2.4</b> Respond by participating actively and appropriately in small and large group discussions about literature (e.g. posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).	Through the study of various examples of short fiction and poems and other literary texts, and various accompanying writing exercises, and through the workshop process, students will participate actively and appropriately in small and large group discussions about literature.		
<b>CE3.2.5</b> Respond to literature in a variety of ways (e.g. dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.	Through the study of various examples of short fiction and poems and other literary texts, and various accompanying writing exercises, and through the workshop process, students will respond to literature in a variety of ways, providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.		
<b><i>STANDARD 3.3 Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.</i></b>			
<b>CE3.3.1</b> Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g. Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.	Through the study of various examples of short fiction and poems and other literary texts, and various accompanying writing exercises, and through the workshop process, students will explore the relationships among individual works, authors, and literary movements in English and American literature and consider the historical, cultural, and societal contexts in which works were produced.		
<b>CE3.3.2</b> Read and analyze classic contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.	Through the study of various examples of short fiction and poems and other literary texts, and various accompanying writing exercises, and through the workshop process, students will read and analyze classic		

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	and contemporary works of literature representing a variety of genres and traditions and consider their own time period as well as how they may be relevant to contemporary society.		
<b>CE3.3.3</b> Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g. religious, biographical, feminist, multicultural, political).	Through the study of various examples of short fiction and poems and other literary texts, and various accompanying writing exercises, and through the workshop process, students will draw on a variety of critical perspectives to respond to and analyze works of literature.		
<b>CE3.3.4</b> Demonstrate knowledge of American minority literature and the contributions of minority writers.	Through the study of various examples of short fiction and poems and other literary texts, and various accompanying writing exercises, and through the workshop process, students will demonstrate knowledge of American minority literature and the contributions of minority writers.		
<b>CE3.3.5</b> Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.	Through the study of various examples of short fiction and poems and other literary texts, and various accompanying writing exercises, and through the workshop process, students will demonstrate familiarity with world literature, including authors beyond American and British literary traditions.		
<b>CE3.3.6</b> Critically examine standards of literary judgment (e.g. aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g. canon formation, “classis” vs. “popular” texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).	Through the study of various examples of short fiction and poems and other literary texts, and various accompanying writing exercises, and through the workshop process, students will critically examine standards of literary judgment and questions regarding the inclusion		

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	and/or exclusion of literary works in the curriculum.		
<b>STANDARD 3.4</b> <i>Examine mass media, film, series fiction, and other texts from popular culture popular culture.</i>			
<b>CE3.4.1</b> Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.	Through the study of various examples of short fiction, films, songs, poems and other literary texts, and various accompanying writing exercises, and through the workshop process, students will examine, interpret and evaluate print and visual media and other works from popular culture.		
<b>CE3.4.2</b> Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.	Through the study of various examples of short fiction, films, songs, poems and other literary texts, and various accompanying writing exercises, and through the workshop process, students will understand that media and popular texts are produced within a social context and have economic, political, social and aesthetic purposes		
<b>CE3.4.3</b> Understand the ways people use media in their personal and public lives.	Through the study of various examples of short fiction, films, songs, poems and other literary texts, and various accompanying writing exercises, and through the workshop process, and through visits from guest writers and artists, students will gain understanding of the ways people use media in their personal and public lives.		
<b>CE3.4.4</b> Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.	Through the study and discussion of various examples of short fiction, films, songs, poems and other literary texts, and various accompanying writing exercises, and through the workshop process, and through visits from guest writers and artists,		

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	students will gain understanding of how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines and the visual media.		
<b>STANDARD 4.1</b> <i>Understand and use the English language effectively in a variety of contexts and settings.</i>			
<b>CE4.1.1</b> Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.	Students will compose 17 drafts of original writing throughout the semester and will have those drafts critiqued in workshop format by their peers. They will be encouraged to experiment in poetry, both free verse and formal, and in fiction-writing and creative non-fiction. They will present their pieces to each other on a weekly basis during workshops and also be encouraged to participate in public readings and to submit their work to literary magazines. In this process, students will gain understanding of how to use sentence structures and vocabulary effectively within different modes and for various rhetorical purposes.		
<b>CE4.1.2</b> Use resources to determine word meanings, pronunciations, and word etymologies (e.g. context, print and electronic dictionaries, thesauruses, glossaries, and others).	Students will compose 17 drafts of original writing throughout the semester and will have those drafts critiqued in workshop format by their peers. They will be encouraged to experiment in poetry, both free verse and formal, and in fiction-writing and creative non-fiction. They will present their pieces to each other on a weekly basis during workshops and also be encouraged to participate in public readings and to submit their		

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	work to literary magazines. In this process, students will gain understanding of how to use resources to determine word meanings, pronunciations, and word etymologies.		
<b>CE4.1.3</b> Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g. persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).	Students will compose 17 drafts of original writing throughout the semester and will have those drafts critiqued in workshop format by their peers. They will be encouraged to experiment in poetry, both free verse and formal, and in fiction-writing and creative non-fiction. They will present their pieces to each other on a weekly basis during workshops and also be encouraged to participate in public readings and to submit their work to literary magazines. In this process, students will gain understanding of how to use a range of linguistic applications and styles for accomplishing different rhetorical purposes.		
<b>CE4.1.4</b> Control standard English structures in a variety of contexts (e.g. formal speaking, academic prose, business, and public writing) using language carefully and precisely.	Students will compose 17 drafts of original writing throughout the semester and will have those drafts critiqued in workshop format by their peers. They will be encouraged to experiment in poetry, both free verse and formal, and in fiction-writing and creative non-fiction. They will present their pieces to each other on a weekly basis during workshops and also be encouraged to participate in public readings and to submit their work to literary magazines. In this process, students will demonstrate control of standard English structures in a variety of contexts and how to use language carefully and precisely.		

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<p><b>CE4.1.5</b> Demonstrates use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>	<p>Students will compose 17 drafts of original writing throughout the semester and will have those drafts critiqued in workshop format by their peers. They will be encouraged to experiment in poetry, both free verse and formal, and in fiction-writing and creative non-fiction. They will present their pieces to each other on a weekly basis during workshops and also be encouraged to participate in public readings and to submit their work to literary magazines. In this process, students will demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>		
<p><b>STANDARD 4.2</b> <i>Understand how language variety reflects and shapes experience.</i></p>			
<p><b>CE4.2.1</b> Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g. ethnic communities, social groups, professional organizations).</p>	<p>Through the study of various examples of short fiction, films, songs, poems and other literary texts, and various accompanying writing exercises, and through the workshop process, and through visits from guest writers and artists, students will gain understanding of how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities.</p>		
<p><b>CE4.2.2</b> Understand the implications and potential consequences of language use (e.g. appropriate professional speech; sexist, racist, homophobic language).</p>	<p>Through the study of various examples of short fiction, films, songs, poems and other literary texts, and various accompanying writing exercises, and through the workshop process, and through visits from</p>		

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	guest writers and artists, students will gain understanding of the implications and potential consequences of language use.		
<b>CE4.2.3</b> Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.	Through the study of various examples of short fiction, films, songs, poems and other literary texts, and various accompanying writing exercises, and through the workshop process, and through visits from guest writers and artists, students will learn to recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.		
<b>CE4.2.4</b> Understand the appropriate uses and implications of casual or informal versus language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g. propaganda, homophobic language, and racial, ethnic, or gender epithets).	Through the study of various examples of short fiction, films, songs, poems and other literary texts, and various accompanying writing exercises, and through the workshop process, and through visits from guest writers and artists, students will gain understanding of the appropriate uses and implications of casual or informal versus professional language; and gain understanding as well of the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups.		
<b>CE4.2.5</b> Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.	Through the study of various examples of short fiction, films, songs, poems and other literary texts, and various accompanying writing exercises, and through the workshop process, and through visits from guest writers and artists, students will gain understanding of how to recognize language bias in one's community, school, textbooks, the		

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	public press, and in one's own use of language.		