

Hillsborough Township Public Schools
Grades 9 - 12

Creative Writing II Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
Unit I: The One Act Play 9 weeks							
<p>How does a stage play differ from a screenplay?</p> <p>What techniques do playwrights use to involve the audience with the action?</p> <p>How do the elements of construction add to the message?</p> <p>How do I decide which techniques</p>	<p>Powerful drama provides insights about the human condition and human experiences.</p> <p>The human condition is characterized by joy, hope, terror, and struggle and striving.</p> <p>Conflict and change are unavoidable parts of the human condition; they affect and reflect a person's character.</p> <p>All of us have</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Use technology,</p>	<p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Expand vocabulary and awareness of the formation of the English language</p> <p>Become familiar with various stage formats</p> <p>Understand the form and function of a script</p> <p>Understand the form and function of a one act play</p>	<p>Eight exercises designed to provide the skills to write a one act play:</p> <ul style="list-style-type: none"> ▪ Dramatic Action ▪ Direct Conflict ▪ Stage Terminology ▪ Character vs Action ▪ Dialogue ▪ Three Conflict ▪ Writing from Life ▪ Writing a Monologue <p>An original, 20 minute minimum, one</p>	<p>8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.</p>	<p>9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12. D.1 Interpret spoken and written communication within the appropriate cultural context.</p> <p>9.1.12. D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international</p>

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<p>would be best to use in my stage play?</p> <p>How do I get my play produced?</p>	<p>turning points that occur throughout our lives and these turning points have the potential to change us.</p> <p>Our sense of self is influenced by relationships, conflicts and experiences.</p>	<p>including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,</p>		<p>act play</p>		<p>issues or events.</p> <p>9.1.12. D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.</p> <p>9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.3.12. C.5 Identify transferable skills in career choices and design alternative career plans based on those skills.</p>
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		<p>Gather relevant information from multiple print and digital sources, access the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.11-12.10 Write routinely over extended time frames (time for research,</p>				
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		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				
Unit II: The Novella 9 weeks							
What elements are needed to sustain a longer story? How do I use my setting to convey the tone and mood? What can I do to stop my story	Sharing one's writing is difficult by necessary for growth. Critiquing the work of a fellow writer requires tact, honesty, and compassion. Creativity and imagination work one stop at a time.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by	W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting,	Develop unique writing style and voice for audience Use imagery and figures of speech in subjective writing Review and critique professional writing Evaluate and revise own writing and writing of others using the writing process	Fifteen exercises designed to provide the skills to write a novella: <ul style="list-style-type: none"> ▪ The Fictional Biography ▪ The Steadfast Protagonist ▪ The How and Why of conflict ▪ The 	8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal,	9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. 9.3.12. C.5 Identify transferable skills in career choices and design alternative career plans based on

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<p>from being overrun by nonessential characters?</p> <p>How do I use symbolism in my story?</p> <p>How do I select a significant object to convey theme?</p> <p>How do I make my dialogue believable?</p> <p>How do I submit my novel for publication?</p>	<p>Most written work is the same story retold in a new way.</p> <p>Reality is more bizarre than fiction.</p> <p>Few writers experience immediate success, but persistent writers do get published.</p> <p>Submitted work must be polished.</p>	<p>planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Conduct short as well as more</p>	<p>or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated</p>	<p>Transfer autobiographical tools to create fiction</p> <p>Demonstrate control of standard English conventions</p> <p>Use irony, tone, and mood in writing</p> <p>Develop multi-dimensional characters</p>	<p>Necessity of Inner Conflict</p> <ul style="list-style-type: none"> ▪ Patterns of Dramatic conflict ▪ Premise Defined ▪ Using the Stepsheet ▪ Climax, Premise, Resolution, and How to get it Confused ▪ The Pattern of Resolving Conflict ▪ View Point Defined ▪ Narrative Voice and Genre ▪ The Fine Arts of Flashback and Foreshadowing ▪ Symbols ▪ The Shape of the Dramatic 	<p>and social needs.</p>	<p>those skills.</p>
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		<p>sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Gather relevant information from multiple print and digital sources, access the credibility and accuracy of each source, and integrate the information while avoiding</p>	<p>question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a</p>		<p>Scene</p> <ul style="list-style-type: none"> ▪ The Why and What of Rewriting <p>At least three chapters of an original novella</p>		
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		plagiarism. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	standard format for citation. W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				
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