

**Randolph Township Schools  
Randolph High School**

**Creative Writing  
Curriculum**

*"I write entirely to find out what I'm thinking, what I'm looking at, what I see and what it means. What I want and what I fear." -Joan Didion in *The Writer and Her Work**

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**Curriculum Developed**

August 28<sup>th</sup>, 2013

**Board Approved**

September 19<sup>th</sup>, 2017

**Randolph Township Schools  
Department of English  
Creative Writing  
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**Randolph Township Schools  
Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Randolph Township Schools  
Affirmative Action Statement**

**Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the State's Standards. The curriculum addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for state assessment. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

## **RANDOLPH TOWNSHIP BOARD OF EDUCATION EDUCATIONAL GOALS VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Department of English**  
**CREATIVE WRITING**

This course studies the structure and purpose of various writing genres. Through lectures, readings, class discussions, exercises in imitation, and large and small group activities, the class will create a portfolio containing their published work. Students will focus on the writing process, creating short stories, poems, pieces of nonfiction, and one-act plays. Students will specifically focus on point of view, characterization, setting/place, tone, style, imagery, structure, theme, and stage directions.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Creative Writing**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>6 weeks</b>	<b>I</b>	<b>Writing Community</b>
<b>8 weeks</b>	<b>II</b>	<b>Creative Non-Fiction</b>
<b>8 weeks</b>	<b>III</b>	<b>Short Fiction</b>
<b>7 weeks</b>	<b>IV</b>	<b>Drama</b>
<b>7 weeks</b>	<b>V</b>	<b>Poetry</b>

# RANDOLPH TOWNSHIP SCHOOL DISTRICT

## Creative Writing

### UNIT I: The Writing Community

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
Creative writing involves risk-taking.		<ul style="list-style-type: none"> <li>How can I take risks in my writing?</li> <li>Why should I take risks in my writing?</li> </ul>
Writing is a multi-step process.		<ul style="list-style-type: none"> <li>When is a piece “finished”?</li> </ul>
Successful writers self-edit and are open to constructive feedback.		<ul style="list-style-type: none"> <li>How do I determine which suggestions to incorporate into my writing?</li> <li>How do I tailor constructive feedback for others?</li> </ul>
Writers build on their personal experiences and perspectives as inspiration for their writing.		<ul style="list-style-type: none"> <li>Which experiences are worth writing about?</li> <li>How do I make a personal experience more accessible to a wider audience?</li> </ul>
Creative writing involves a variety of styles and genres.		<ul style="list-style-type: none"> <li>Which writing style and/or genre works best for me as a writer?</li> </ul>
KNOWLEDGE	SKILLS	NJSLS
<p><b>Students will know:</b></p> <p>Writers should be familiar with various writing genres such as poetry, short fiction, drama, and expressive nonfiction.</p> <p>Writers should utilize various risk-taking writing techniques such as brainstorming, imitation, freewriting, journaling, etc.</p> <p>Offering and receiving constructive feedback is essential to the writing process.</p> <p>The writing process consists of prewriting, drafting, revising, editing, and publishing.</p> <p>Writers must draw from their own experiences to create a piece that reflects their world view.</p> <p>Writing serves different purposes and audiences.</p>	<p><b>Students will be able to:</b></p> <p>Write and reflect in their journal based on teacher prompts.</p> <p>Construct multiple pieces based on the risk-taking writing techniques.</p> <p>Justify their constructive feedback to their peers. Evaluate criticism from peers, the teacher, and themselves.</p> <p>Differentiate between the various writing steps. Construct a writing piece while following the writing step process. Assess their own writing according to the writing step process.</p> <p>Compose a piece of writing that contains a personal sense of style and perspective.</p> <p>Distinguish between different writing audiences and use techniques to reach that intended audience.</p>	<p>W.11-12.3d W.11-12.5 W.11-12.6 SL.11-12.1 SL.11-12.1a SL.11-12.3 L.11-12.5 L.11-12.5b W.11-12.3b W.11-12.3c</p>

**Curriculum Pacing Chart**  
**Creative Writing**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>6 weeks</b>	<b>Unit I – Writing Community</b> <ul style="list-style-type: none"> <li>○ Taking risks in writing</li> <li>○ Peer-editing</li> <li>○ Writing styles</li> </ul>	<p>INCLUDE ALL RESOURCES, PRINT AND ONLINE</p> <p><i>Naming the World and Other Exercises for the Creative Writer</i>  <i>Points of View in Writing</i>  <i>Creative Writing: Forms and Techniques</i>  <i>Write Starts: Prompts, Quotes, and Exercises to Jumpstart Your Creativity</i>: New World Library  <i>Writing Down Your Soul</i>: Conari Press  <i>Ernest Hemingway on Writing</i>: Scribner</p>



# RANDOLPH TOWNSHIP SCHOOL DISTRICT

## Creative Writing

### UNIT II: Creative Non-Fiction

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
A memoir captures a specific event and displays the writer’s perspective of and reaction to the event in a truthful and creative way. A single life event can have a significant impact on the personal development of an individual.		<ul style="list-style-type: none"> <li>How can I translate a memory into the form of a memoir?</li> <li>What is the role of memory in nonfiction?</li> </ul>
Reading about other people’s experiences (particularly those that differ from their own) can help writers refine their writing and see the world from other perspectives.		<ul style="list-style-type: none"> <li>What are some techniques I can use from other writers to improve my own writing?</li> <li>In what ways can other people’s experiences broaden my perspective?</li> </ul>
Detailed and realistic descriptions make a story come alive to its readers.		<ul style="list-style-type: none"> <li>How do I enhance my descriptions of the people I include in my pieces of writing?</li> <li>What devices or techniques can I use to make characters more realistic?</li> </ul>
A personal experience can be developed into a review that is helpful and beneficial to others.		<ul style="list-style-type: none"> <li>What makes a review useful?</li> </ul>
Voice is established by the author in personal writing.		<ul style="list-style-type: none"> <li>How can point-of-view be altered to create a certain effect or meaning?</li> </ul>
KNOWLEDGE	SKILLS	NJSLS
<p><b>Students will know:</b></p> <p>There is a difference in the structure and purpose of a memoir and a personal narrative.</p> <p>Certain life events are significant enough to use for a piece of writing (such as a memoir, personal narrative, etc.)</p> <p>The use of figurative and descriptive vocabulary, imagery, colloquialism, sensory details, and an effective lead is essential to writing a memoir.</p> <p>An effective and useful review must reach a specific audience and contain accessible language.</p>	<p><b>Students will be able to:</b></p> <p>Analyze the structures and purposes of memoirs and personal narratives. Create a memory map that includes major and influential life events.</p> <p>Create a memoir or a personal narrative based on a memory and an important event in the writer’s life.</p> <p>Implement fictional elements to accurately describe a person in a piece of writing (character sketch).</p> <p>Write a restaurant and film review that includes descriptive detail.</p>	<p>W.11-11.2d W. 11-12.3 W.11-12.3a W.11-12.3b W.11-12.3c W.11-12.3d W.11-12.4 W.11-12.5 W.11-12.10 L.11-12.3 L.11-12.3a L.11-12.5 L.11-12.5a L.11-12.5b</p>

**Curriculum Pacing Chart**  
**Creative Writing**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>7 weeks</b>	<b>Unit II – Creative Non-Fiction</b> <ul style="list-style-type: none"> <li>○ Selecting personal experiences</li> <li>○ Memoirs</li> <li>○ Sensory details</li> </ul>	<i>This I Believe</i> <i>A Memoir of the Craft: On Writing</i>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Creative Writing**  
**UNIT III: Short Fiction**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
Storytelling is a basic and universal human activity.		<ul style="list-style-type: none"> <li>Why do we tell stories?</li> <li>What makes a story and its characters come alive to a reader?</li> </ul>
Effective short story writing relies on a command of literary and rhetorical devices.		<ul style="list-style-type: none"> <li>How does an author's distinct voice as a storyteller depend on his or her use of literary or rhetorical elements?</li> </ul>
Many core human motivations, conflicts, and behaviors that are exhibited within short fiction cross geographic, social, and cultural boundaries.		<ul style="list-style-type: none"> <li>How does writing and reading help us to better understand ourselves and others?</li> </ul>
Short fiction is intentionally written to be read in one sitting.		<ul style="list-style-type: none"> <li>Why do some stories work better as shorter pieces of writing?</li> </ul>
Short fiction often evolves from a writer's personal experiences, background, or perspective blended with fictional elements.		<ul style="list-style-type: none"> <li>Which elements of my life can I use to enhance my fiction writing?</li> </ul>
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJSLS</b>
<p><b>Students will know:</b></p> <p>Literary and rhetorical devices (such as metaphor, allusion, foreshadowing, etc.) are essential elements within short fiction pieces.</p> <p>There are five key elements of a short story: character, setting, plot, conflict, and theme.</p> <p>Short fiction explores the depths of human motivations, conflicts, and behaviors.</p> <p>Even in fiction, authors use slices of their own life experiences to inspire and enrich their writing.</p>	<p><b>Students will be able to:</b></p> <p>Identify and interpret the literary and rhetorical devices within various short fiction (children's books, fairy tales &amp; short stories).</p> <p>Write original pieces of short fiction using these rhetorical devices.</p> <p>Analyze the development and complexities of story elements within various short stories.</p> <p>Write original pieces of short fiction using story elements.</p> <p>Develop pieces of writing that are relatable and engaging to various groups of people.</p> <p>Explore and evaluate their life experiences and select elements from within their lives to enhance and inform their writing.</p>	<p>W.11-12.3  W.11-12.3a  W.11-12.3b  W.11-12.3c  W.11-12.3d  W.11-12.2d  W.11-12.4  W.11-12.6  RL.11-12.3  RL.11-12.5  L.11-12.3a  L.11-12.5  L.11-12.5a  L.11-12.b</p>

**Curriculum Pacing Chart**  
**Creative Writing**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>9 weeks</b>	<b>Unit III – Short Fiction</b> <ul style="list-style-type: none"> <li>○ Reviews</li> <li>○ Writing short stories</li> <li>○ The structure of the short story</li> </ul>	<i>The Truth About Fiction</i> <a href="http://www.teenink.com/">http://www.teenink.com/</a> <i>What If?</i>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Creative Writing**  
**UNIT IV: Drama**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
The way a writer voices a story influences the reader's understanding of the story.		<ul style="list-style-type: none"> <li>How can I effectively voice a drama?</li> </ul>
The characters' movements on a stage can be used to enhance the character's motives, personality, and background.		<ul style="list-style-type: none"> <li>How does a character's movement help promote the meaning of the play?</li> <li>What types of movement should I use to enhance the message of the play?</li> <li>What is the purpose of each movement?</li> </ul>
Conflict and purpose are essential to plot and character development and audience engagement.		<ul style="list-style-type: none"> <li>Why must there be a conflict to make a plot relevant?</li> </ul>
<p>Dialogue is the basis of the reader's and the actor's interpretation of a play.</p> <p>Dialogue provides insight to the characters' development and true nature</p>		<ul style="list-style-type: none"> <li>How can I use dialogue to make my characters more realistic?</li> <li>How do writers reveal exposition to an audience through use of dialogue and dramatic elements?</li> </ul>
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJSLS</b>
<p><b>Students will know:</b></p> <p>Dialogue can add depth to a character.</p> <p>Conflict drives theme and plot.</p> <p>A script for a one-act play must include conflict, movement, and character development.</p> <p>Stage directions influence the way a play is interpreted and performed.</p>	<p><b>Students will be able to:</b></p> <p>Analyze the importance of dialogue in a drama.  Create a play based on dialogue between opposites.</p> <p>Build conflict/dialogue realistically for the audience.</p> <p>Compose, revise, and publish a short script that will be performed for the class by other students that includes plot and dialogue.</p> <p>Critique and give specific feedback on a peer's script.</p> <p>Incorporate theatrical techniques into the script (eye contact, emotion, body movement, awareness, and pausing) to make a play more effective.</p>	<p>SL.11-12.1d  SL.11-12.1  L.11-12.1a  L.11-12.1  L.11-12.3  L.11-12.3a  SL.11-12.3  SL.11-12.6  W.11-12.3b  W.11-12.3c  W.11-12.3d  W.11-12.3e</p>

**Curriculum Pacing Chart**  
**Creative Writing**

<b>7 weeks</b>	<b>Unit IV – Drama</b> <ul style="list-style-type: none"><li>○ Dialogue in a play</li><li>○ Character movement</li><li>○ Script-writing</li></ul>	<a href="http://www.dramasource.com/">http://www.dramasource.com/</a> <i>The Drama Teacher's Survival Guide: A Complete Tool Kit for Theatre Arts</i>
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# RANDOLPH TOWNSHIP SCHOOL DISTRICT

## Creative Writing

### UNIT V: Poetry

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
Poets find inspiration all around them.		<ul style="list-style-type: none"> <li>What inspires poets to write?</li> <li>Where can I find inspiration to write poetry?</li> </ul>
Poetry takes on many different forms.		<ul style="list-style-type: none"> <li>Why do poets use different forms of poetry?</li> <li>What makes a poetic form effective?</li> <li>Which poetic form/s will work best for my idea/s?</li> </ul>
The main difference between poetry and prose is structure.		<ul style="list-style-type: none"> <li>How does the structure of a poem identify its form?</li> <li>In what ways does a poem's structure emphasize its meaning?</li> </ul>
Sound is an essential element of poetry.		<ul style="list-style-type: none"> <li>In what ways can sound be manipulated to achieve a specific effect?</li> </ul>
Poetry creates visual images using figurative language.		<ul style="list-style-type: none"> <li>How does figurative language enhance poetry?</li> <li>How are images created in poetry?</li> </ul>
KNOWLEDGE	SKILLS	NJSLS
<p><b>Students will know:</b></p> <p>Poets use their experiences and environment to find ideas for poems.</p> <p>Poetic forms can be experimental, free verse, or fixed.</p> <p>Poets use a specific voice to convey meaning.</p> <p>Imagery is created through figurative language, such as metaphors, similes, and personification.</p> <p>Poets use sound devices, such as onomatopoeia, alliteration, assonance, and consonance.</p>	<p><b>Students will be able to:</b></p> <p>Compare and contrast sources of inspiration used by established poets.</p> <p>Compose poetry using a multitude of writing resources in various environments.</p> <p>Explain the difference between poetry and prose.</p> <p>Evaluate and create multiple poetic forms, including: concrete, found, alphabet, free verse, sonnet, haiku, and limericks.</p> <p>Analyze and imitate poetic styles.</p> <p>Develop a unique voice through various poetic forms.</p> <p>Experiment with and integrate figurative language and poetic devices to achieve a specific effect.</p>	<p>RL.11-12.4</p> <p>W.11-12.3</p> <p>W.11-12.3d</p> <p>W.11-12.5</p> <p>W.11-12.6</p> <p>L.11-12.3</p> <p>L.11-12.5</p> <p>L.11-12.5a</p> <p>L.11-12.5b</p> <p>L.11-12.6</p> <p>L.11-12.4</p>

**Curriculum Pacing Chart**  
**Creative Writing**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>7 weeks</b>	<b>Unit V – Poetry</b> <ul style="list-style-type: none"> <li>○ Figurative language</li> <li>○ Imagery</li> <li>○ Structure</li> </ul>	<i>The Art and Craft of Poetry</i> <i>The Teachers and Writers Handbook of Poetic Forms</i> <a href="http://www.poets.org/">http://www.poets.org/</a> <a href="http://www.teenink.com/poetry/">http://www.teenink.com/poetry/</a>



## **Appendix A – Resources and Rubric:**

*This I Believe*, Picador, ISBN-978-0-8050-8658-4

*Naming the World and Other Exercises for the Creative Writer*, Random House, ISBN-978-0-8129-7548-2

*A Memoir of the Craft: On Writing*, Pocket Books, ISBN-0-671-02425-6

*Points of View in Writing*, Harcourt Brace Jovanovich, ISBN-0-15-312327-3

*Creative Writing: Forms and Techniques*, National Textbook Company, ISBN-0-8442-5365-0

*What If?* (2<sup>nd</sup> edition): Prentice Hall, ISBN- 0062720066

*The Truth About Fiction*: Prentice Hall, ISBN- 0130257710

*The Art and Craft of Poetry*: Writer's Digest, ISBN- 1582971013

*The Teachers and Writers Handbook of Poetic Forms*: Teachers and Writers Collaborative, ISBN- 0915924609

*The Drama Teacher's Survival Guide: A Complete Tool Kit for Theatre Arts*: Meriwether Publishing, LTD., ISBN-1-56608-141-6

*Write Starts: Prompts, Quotes, and Exercises to Jumpstart Your Creativity*: New World Library, ISBN-978-1-57731-68-3

*Writing Down Your Soul*: Conari Press, ISBN-978-1-57324-356-8

*Ernest Hemingway on Writing*: Scribner, ISBN-978-0-684-85429-8

Websites:

<http://www.newyorker.com>

<http://www.poets.org/>

<http://www.teenink.com>

<http://www.poetryfoundation.org>

<http://www.dramasource.com/>