Syllabus

**Creative Writing 1 & 2**

**Common Core Objectives:**

**9th grade/10th grade:**

**Power Standard: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

[ ] I can write a well-structured, detailed narrative about real or imagined events or experiences.

[ ] I can hook the reader by introducing a problem, situation, or observation *(or other strategy)*.

[ ] I can hook the reader by setting up one or more points of view and introducing a narrator and/or characters.

[ ] I can write events and experiences that progress smoothly and logically.

[ ] I can write narrative using techniques such as dialogues, timing, description, reflection, and more than one plot line.

[ ] I can arrange the events in my story in various ways and still be clear.

[ ] I can use precise words, details, and sensory language to create a mental picture in my narrative.

[ ] I can conclude my story by reflecting *(either explicitly or implicitly)* on what is experienced, observed, or resolved.

**Power Standard: 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.**

[ ] I can focus on addressing what is most significant for specific purposes and audience.

[ ] I can develop my writing through planning, revising, editing, and rewriting.

[ ] I can develop my writing by trying a new approach.

**Power Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

[ ] I can read literary or informational texts to find specific facts, examples, or details that support my own ideas *(or provide models and inspiration for my own ideas).*

**11th grade and 12th grade:**

**Power Standard: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

[ ] I can write a logical, detailed narrative about real or imagined events or experiences.

[ ] I can create a problem, situation, or observation that is engaging and communicates its importance to the reader.

[ ] I can establish one or more points of view and introduce a narrator and/or characters.

[ ] I can create a smooth chain of events throughout my narrative *(or manipulate the chain of events to achieve a specific rhetorical purpose).*

[ ] I can use narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters.

[ ] I can use a variety of techniques to sequence events that build on one another to create a meaningful whole and build towards a particular tone and outcome.

[ ] I can use precise words and phrases, telling details, and sensory language to convey a vivid picture of the events, setting, and/or characters.

[ ] I can write a conclusion that reflects *(either explicitly or implicitly)* on what is experienced and resolved over the course of the narrative.

**Power Standard: 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.**

[ ] I can use multiple techniques of editing and revision to develop writing pieces with purpose.

**Power Standard: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.**

[ ] I can determine authoritative and accurate sources from inferior sources and identify strengths and weaknesses of each source.

[ ] I can use a variety of print and digital sources and use advanced searches effectively.

[ ] I can identify the task, purpose, and audience of my research.

[ ] I can include balanced research information smoothly into my piece.

[ ] I can understand the difference between plagiarism and my own work and cite my sources in a standard citation format.