



# Creative Writing I 2023-2024 Year at a Glance (YAG)



First Semester		Second Semester	
<b>1<sup>st</sup> Nine Weeks – 41 days</b> (August 14 - October 11) <i>(September 4 -- Labor Day -- No School)</i> <i>(October 9 -- Indigenous Peoples' Day -- No School)</i>		<b>3<sup>rd</sup> Nine Weeks – 45 days</b> (January 3 – March 8) <i>(January 2 -- Staff Workday / Student Holiday)</i> <i>(January 15 – MLK – No School)</i> <i>(February 12 -- PD Day/Student Holiday)</i> <i>(February 19 -- PD Day/Student Holiday)</i> <i>(March 11 - 15 -- Spring Break)</i>	
<b>TEKS</b>  CW.1.A, CW.1B, CW.1C, CW.1D, CW.1E, CW.1F, CW.1G, CW.2A CW.2B, CW.2C, CW.2D, CW.2E, CW.2F, CW.2G, CW.3A, CW.3B, CW.3C, CW.4A, CW.4B, CW.4C.  <a href="#">CW1: Writing for Variety of Audiences TEKS</a>  <a href="#">CW2: Student Selects Recursive Writing Processes</a>  <a href="#">CW3: Conventions, Usage, Mechanics</a>  <a href="#">CW4: Evaluation of Writing for Self and Others</a>	<b>Foundational Skills: On the Process of Writing and Workshop (14 Days)</b>  Students will determine the value of writing and journaling, understand why writer’s write, and begin to express themselves independently.  Students will learn the process of writing workshop and the value of self and group feedback.  <b>Intro to Fiction: (7 days)</b>  The goal of this unit is to introduce elements of fiction, design, structure, character creation, dialogue, setting, point of view. Students will read a variety of short stories (realistic, historical, fantasy, etc.) to analyze design, structure, and characters. Students will draft short works of fiction independently and collaboratively.  <b>Fiction: Drafting: (8 days)</b>  In this unit students will focus on the following elements of fiction: dialogue, setting, point of view. Students will practice setting the scene to make characters more believable, write fiction with and without dialogue, and revise pieces written during the intro part of this unit.  <b>Fiction: Polishing and Publication Memoir and Personal Essay (6 days)</b>  In this unit, students will revise and edit fiction pieces to create and publish a fiction portfolio. Students will engage in the workshop process. Each piece will be reviewed through writer’s workshop. Students will take suggestions from fellow writers, reflect on their own writing, and set goals for future writing.  Students will submit their best pieces of fiction to the high school literary magazine for publication.	<b>TEKS</b>  CW.1.A, CW.1B, CW.1C, CW.1D, CW.1E, CW.1F, CW.1G, CW.2A CW.2B, CW.2C, CW.2D, CW.2E, CW.2F, CW.2G, CW.3A, CW.3B, CW.3C, CW.4A, CW.4B, CW.4C.  <a href="#">CW1: Writing for Variety of Audiences TEKS</a>  <a href="#">CW2: Student Selects Recursive Writing Processes</a>  <a href="#">CW3: Conventions, Usage, Mechanics</a>  <a href="#">CW4: Evaluation of Writing for Self and Others</a>	<b>Intro to Drama (14 days)</b>  In this unit students will closely read/perform/view several one act plays in order to understand the author’s purpose, message, and theme. Students will collaboratively draft a one act play and offer workshops.  <b>Drama: Drafting (15 days )</b>  In this unit, students will focus on the following elements of drama: dialogue, setting, conflict. Students will write at least two one act plays that differ in subject matter and tone.  <b>Drama: Polishing and Publication (9 days)</b>  In this unit, students will draft, revise, and edit drama pieces to create and publish a drama portfolio. Students will engage in the workshop process. Each piece will be reviewed via a writer’s workshop. Students will take suggestions from fellow writers, reflect on their own writing, and set goals for future writing.  Students will submit their best pieces of drama to the high school literary magazine for publication.  In this unit, students will draft, revise, and edit fiction pieces to create and publish a fiction portfolio. Students will engage in the workshop process. Each piece will be reviewed via a writer’s workshop. Students will take suggestions from fellow writers, reflect on their own writing, and set goals for future writing.  Students will submit their best pieces of fiction to the high school literary magazine for publication.  <b>Intro to Drama: Monologue Mini-Unit (7 days)</b>  In this mini-unit, students will be introduced to dramatic monologues. Students will read examples of dramatic monologues, examine what makes an interesting character: inner conflict, clear expression of thought, and believable dialogue. Students will draft one early version of a dramatic monologue.



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<b>2<sup>nd</sup> Nine Weeks – 41 days</b> (October 12 – December 15) (October 10 -- Student holiday/staff development) (November 20 - 24 – Thanksgiving Break) (December 19 – December 30 – Holiday Break)		<b>4<sup>th</sup> Nine Weeks – 46 days</b> (March 19 – May 23) (March 18 - Staff Workday / Student Holiday) (March 29 - Good Friday - No School) (April 26 – Battle of Flowers – No School)	
<p><b>TEKS</b></p> <p>CW.1.A, CW.1B, CW.1C, CW.1D, CW.1E, CW.1F, CW.1G, CW.2A, CW.2B, CW.2C, CW.2D, CW.2E, CW.2F, CW.2G, CW.3A, CW.3B, CW.3C, CW.4A, CW.4B, CW.4C.</p> <p><a href="#">CW1: Writing for Variety of Audiences TEKS</a></p> <p><a href="#">CW2: Student Selects Recursive Writing Processes</a></p> <p><a href="#">CW3: Conventions, Usage, Mechanics</a></p> <p><a href="#">CW4: Evaluation of Writing for Self and Others</a></p>	<p><b>Intro to Poetry: Traditional Forms (18 Days)</b></p> <p>In this unit, students will close read a variety of traditional poetic forms (narrative, ballads, epics, pantoums, sonnets, villanelles, etc.) in order to understand the poet’s purpose, style, message, and point of view. Students will read from a variety of poets (canonical and modern) to discover commonalities and distinctions in author’s craft. Students will draft poems in these traditional forms.</p> <p><b>Intro to Poetry: Free Verse and Lyrical (10 Days)</b></p> <p>In this unit students will focus on reading and writing lyrical, sound, and free-verse poetry in order to understand the poet’s purpose, style, message, point of view. Students will draft poems using mentor texts to assist them.</p> <p><b>Poetry: Polishing and Publication Poetry (10 days)</b></p> <p>Students will revise and edit poetry including but not limited to: narrative, ballad, lyric, free-verse, sonnet, pantoum, villanelle, etc.) in order to create a portfolio. Each piece in the portfolio will be reviewed through a writer’s workshop. Students will take suggestions from fellow writers, reflect on their own writing, and set goals for future writing.</p> <p>Students will submit their best pieces of poetry to the high school literary magazine for publication.</p>	<p><b>TEKS</b></p> <p>CW.1.A, CW.1B, CW.1C, CW.1D, CW.1E, CW.1F, CW.1G, CW.2A, CW.2B, CW.2C, CW.2D, CW.2E, CW.2F, CW.2G, CW.3A, CW.3B, CW.3C, CW.4A, CW.4B, CW.4C.</p> <p><a href="#">CW1: Writing for Variety of Audiences TEKS</a></p> <p><a href="#">CW2: Student Selects Recursive Writing Processes</a></p> <p><a href="#">CW3: Conventions, Usage, Mechanics</a></p> <p><a href="#">CW4: Evaluation of Writing for Self and Others</a></p>	<p><b>Intro to Non-fiction (14 days)</b></p> <p>In this unit students will close read/perform/view several one act plays in order to understand author’s purpose, message, and theme. Students will collaboratively draft a one act play and offer workshop.</p> <p><b>Non-Fiction:: Drafting (15 days)</b></p> <p>In this unit, students will focus on the following elements of nonfiction: writing from a specific memory, including an overarching idea (theme), writing anecdotally and with specificity.</p> <p><b>Non-Fiction: Polishing and Publication (10 days)</b></p> <p>In this unit, students will revise and edit non-fiction pieces to create and publish a non-fiction portfolio. Student portfolios will include writings on non-fiction that include but are not limited to: personal narratives, memoirs, personal essays, write-likes from mentor texts, and free writes. Each piece will be reviewed through a writer's workshop. Students will take suggestions from fellow writers, reflect on their own writing, and set goals for future writing.</p> <p>Students will submit their best pieces of non-fiction to the high school literary magazine for publication.</p> <p><b>Year In Review: Final Portfolio (5 days)</b></p> <p>In this unit, students will review all pieces from all portfolios from the year. Students will create one major portfolio, selecting those pieces that best reflect their growth as a writer. Students will reflect on and critique their final portfolio.</p>

Resources Used

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<i>The 3 A.M. Epiphany</i> by Robert Kitley various short stories	<i>Handbook of Poetic Forms</i> by Ron Padgett various poems from traditional and modern forms	<i>Young Playwrights 101</i> by Jonathan Dorf Various plays Various essays on playwriting	<i>Writing Creative Non-Fiction</i> by Philip Gerard