



Creative Writing

Fall Semester (Q1, Q2)

[Syllabus](#)

Timeline	Unit/theme	Standard	Student Focused Objective	Resources/Suggested Activities
July - Aug	Structure and Stamina	<p>R1. Read a variety of print and nonprint documents to acquire new information and respond to the needs and demands of society and the workplace. Examples: emails, directions, diagrams, charts, other common workplace documents</p> <p>R2. Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation. Examples: short and long prose texts, poetry, dramas</p> <p>CL.9-12.11. Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.</p> <p>CL.9-12.12. Within diverse and</p>	<p>Students will take notes in a writer's notebook.</p> <p>Students will learn common story structures and apply them to their writing.</p> <p>Students will build writing stamina.</p> <p>Students will learn common poetry structures and apply them to their writing.</p>	<p>Resources</p> <ol style="list-style-type: none"> 1. Save the Cat YAL slides - Level 1 <p>Reading List</p> <ol style="list-style-type: none"> 1. Save the Cat Writes a Young Adult Novel by Jessica Brody 2. Save the Cat by Blake Snyder 3. 1000 Words by Jami Attenberg

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collaborative writing groups, effectively and respectfully demonstrate a willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and consider contributions made by each group member.

LL.9-12.19. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.

RL.10.26. Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Sept	Genre Study	<p>LL.9-12.19. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.</p>	<p>Students will take notes in a writer's notebook.</p> <p>Students will study literary genres in fiction.</p> <p>Students will draft stories based on their genre study.</p> <p>Students will study genres in non-fiction.</p> <p>Students will draft essays based on their non-fiction</p>	<ol style="list-style-type: none"> 1. How to Write A Lot by Paul J. Silvia, PhD 2. Several Short Sentences about Writing by Verlyn Klinkenborg
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		<p>RL.10.26. Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.</p>	<p>genre study.</p>	
Oct	Author Study	<p>CL.9-12.10. Determine through active listening the purpose, credibility, and effectiveness of a speaker or multiple sources of information by evaluating tone, organization, content, and verbal and non-verbal cues and identifying any fallacious reasoning or distorted evidence.</p> <p>RL.9-12.26. Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.</p> <p>RL.10.26. Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.</p>	<p>Students will take notes in a writer's notebook.</p> <p>Students will independently read an author.</p> <p>Students will study authors and their writing styles.</p> <p>Students will practice sharing and applying new knowledge to their current writing project.</p>	<ol style="list-style-type: none"> 1. MasterClass: Neil Gaiman 2. MasterClass: Amy Tan 3. MasterClass: Joyce Carol Oates 4. MasterClass: N.K. Jemisin 5. MasterClass: R.L. Stine

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Nov	Nanowrimo	<p>CL.9.12.11. Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.</p> <p>LL.9-12.22. Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.</p>	<p>Students will draft a novel incorporating all skills studied this semester.</p>	<p>1. NANOWRIMO</p>
Dec	Presenting a Draft	<p>DL.9-12.18. Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.</p> <p>LL.9-12.23. Deliver a speech suitable for a professional audience of college and/or workforce stakeholders for a specific purpose, demonstrating command of formal English.</p>	<p>Students will present a working draft in its most polished form.</p> <p>Students will actively listen to their peers.</p> <p>Students will provide supportive feedback to peers based on drafts presented.</p>	

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