

El Monte Union High School District

Course Outline

District: EMUHSD

High School: _____

Course Title: _____

Textbook(s): _____

1. Prerequisite(s): Completion or concurrent enrollment of English I (CP or Accelerated)

2. Short description of course which may also be used in the registration manual:

- ' **Objectives of course**
- ' **3-5 sentences explaining overall course content**
- ' **Indicate references to state framework(s)/standards (If state standard is not applicable then national standards should be used)**
- ' **Student performance standards**
- ' **Evaluation/assessment/rubrics**
- ' **Include minimal attainment for student to pass course**

Creative writing is an elective which will introduce students to the writer's workshop method of production. Students will write daily, read exemplary models, and join a writing response group of peers. This creative writing course introduces students to the writer's workshop method of production. Primary focus on giving students a skill set to tap into their own creativity. Opportunities for students to explore their creative strengths, develop a vocabulary with which to discuss their own creativity, and experiment with the craft and adventure of their own writing. Students will come out of the course strengthened in their ability to identify and pursue their own creative interests by writing daily, read exemplary models, and join a writing response group of peers. Each student will practice writing of different genres as well as reviewing the principles of poetry, fiction and non-fiction. Students will produce a portfolio or project which represents their best writing for publication.

Objectives of the Course: 1. Students will learn to maintain a writer's journal for drafts and ideas. 2. Students will experience a writer's workshop environment, including open-ended writing time, writing groups, and author's chair. 3. Students will learn the principles of fiction, non-fiction and poetry by examining exemplary professional and student models. 4. Students will become aware of appropriate markets for their own writing as well as places to research markets. 5. Students will learn how to respond effectively to the work of others and how to accept the responses of others. 6. Students will produce a high-quality portfolio or project each semester that reflects the best of their writing as well as revision. 7. Students will read widely in all genres and be able to explain the features of the pieces they read. 8. Students will improve the quality of their writing from the beginning of the course to the end.

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Studies. English Learners should have full access to opportunities to learn ELA, mathematics, science, history/social science, and other content at the same time they are progressing toward full proficiency in English. (California Department of Education) RL.9-10.1, 2, 4, 6; SL.11-12.1, 2, 4, 6; W.9-10.1, 4-6; W.11-12.1, 4-6; L.9-10.1, 3, 6; L.11-12.1, 3, 6; WHST.9-10.1, 4-6; WHST.11-12.1, 4-6; RL.9-10.1-7; RL.11-12.1-7; RI.9-10.1-10; RI.11-12.1-10; RH.9-10.1-10; RH.11-12.1-10; RST.9-10.1-10; RST.9-10.1-10; RL.9-10.5; RL.11-12.5; RI.9-10.5; RI.11-12.5; RH.9-10.5; RH.11-12.5; RST.9-10.5; RST.11-12.5; W.9-10.1-5; W.11-12.1-5; WHST.9-10.1-2, 4-5, 10; WHST.11-12.1-2, 4-5, 10; SL.9-10.4; SL.11-12.4; L.9-10.1, 3-6; L.11-12.1, 3-6

Evaluation/Assessment Rubrics: 70% project-based learning, 30% portfolio
Minimum of 60% to pass the course

3. Course content:

Number of units (minimum of 6): 6

Unit Title: What is a Writer?

Content: Students begin the year by considering what makes someone a writer: Is it writing really well? Is it writing regularly? Is it being famous and successful? They examine the career paths of several writers, including Mary Shelley, Shonda Rhimes, Joan Didion, Lord Byron, and others. They begin to conceive 6 th xamine 65 Lord B tgroups, an dai

Sample Assignment:

Culminating Project:

Unit Title: Polishing and Publishing

Content: In the final unit of the course, students explore traditional and contemporary methods of publishing, including poetry anthologies, literary magazines and journals, and self-publishing options. Essential questions concern the role that writing plays in contemporary society and in students' lives, as well as the attitudes towards self-publishing.

Sample Assignment: Literary Magazine Exploration: Students explore online editions of literary magazines from universities and high schools across the country. They consider the role that design plays in telling a story and the thematic connections that unite a diverse body of work in a magazine. Finally, they choose one of their own pieces to submit to SEMHS's literary magazine.

Culminating Project: Chapbook: Students finish off the year by constructing a chapbook that showcases their best writing. They learn the function and history of chapbooks and explore basic concepts of design before making

(Add additional unit(s) at the end)

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

6. Describe the interdepartmental articulation process for this course:

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

Type of material (book, manual, periodical, article, website, primary source document, etc.)	Author	Publisher	Edition/ Year
--	--------	-----------	------------------