

Red Bank Regional High School Curriculum Map

Course Title: Creative Writing I				Grade Level (s)	All times approximate	
Topics (Unit Title or Organizing Idea)	Concepts (Understandings)	Skills (What students need to be able to do)	Standard / Progress Indicator (s)	Activities	Major Assessments (Tests, projects, performances, etc.)	Time Frame (Number of Weeks)
Poetry	Genre analysis Chronological character- istics	Understand what characterizes poems of specific eras	3.1 A 3.1 B 3.1 C	Close reading—group/individual Group discussion and analysis Individual reader responses	Individual poetry responses	
	What makes a poem?	Analyze structure, form, rhyme, meter	3.1 D 3.1 F	Individual compositions	Individual poems Oral responses And participation in group analysis	8 weeks
	What makes poetry and effective vehicle	Analysis of poetry in compari- son to other genres	3.1 G 3.1 H	Initiative compositions Peer feedback, peer reviews	Exam and Midterm	
	Impact of poet on his/ her respective time pe- riod and those after	What form best expresses stu- dents individual styles	3.2 A 3.3 C 3.2 D 3.3 A 3.3 B 3.3 C	Student poetry readings to class Work by (Shakespeare, Sidney, Keats, Shelby, Hughes Angelou, Eliot, Joyce)		
	How to write poetry	Compare poets and identify differentiating elements	3.4 A 3.4 B			
Short Story	Genre study Chronological identity Characteristics of short story Differentiating short story from novel/novella	Using descriptive language ef- fectively How to perceive and describe the outside world	3.5A	Writing character sketches, short prose excerpts, constrained descriptive writing, analysis of short stories. Authors—Hemingway, Parker, Forster, Steinbeck, Poe, Mansfield, Writing short story	Plot Triangles Explications Short Story Oral feedback Midterm Exam	8 weeks
	Impact of writer on pe- riod/genre How to write effective short story	Identifying writing techniques and literary terms				

