

Planned Course Statement

Advanced Creative Writing

Grades: 10, 11, 12

Prerequisite: A final grade of “C” or better in *Creative Writing* and instructor consent.

School: Liberty HS

Credit: Elective

Units: 0.5 per semester

Course Code: 011042

Course Description:

This course is for serious writers who wish to further develop their skills in a particular genre of writing. Independent projects will be student - driven, with a group workshop format to help students revise and revitalize their craft. Students enrolled in this class will also be responsible for producing Liberty’s Literary Art Magazine.

Topics of Study: Click on any term to access specific course standards.

QUARTER 1

- 📖 Basics of Fiction – Writing
- 📖 Basics of Fiction – Reading
- 📖 Adv. Project

QUARTER 2

- 📖 Basics of Fiction – Writing
- 📖 Basics of Fiction – Reading
- 📖 Basics of Fiction –
Presentation/Publishing
- 📖 Adv. Project

QUARTER 3

- 📖 Basics of Scriptwriting
- 📖 Basics of Fiction – Writing
- 📖 Basics of Fiction – Reading
- 📖 Adv. Project

QUARTER 4

- 📖 Basics of Fiction – Writing
- 📖 Basics of Fiction – Reading
- 📖 Basics of Fiction –
Presentation/Publishing
- 📖 Adv. Project

Additional Course Information

- 📖 [Course Standards](#)
- 📖 Components of this course allow students to demonstrate [Essential Skills](#) required for graduation. See [Material & Resources](#) that might be used in this course.

COURSE STANDARDS

These standards have been created by Hillsboro School District teachers.

QUARTER 1

Students will work on establishing *introductory-level* skills on the following learning objectives:

[Back to Top](#)

Basics of Fiction

✎ Writing

- **Plot.** I can subtly weave the primary elements of plot into a significant work of character driven fiction: desire, obstacle, action, result.
- **Sensory Details.** I can effectively evoke all five senses in my descriptions and have included these sensory details in a way that invites fluid reading and isn't overly obvious.
- **Character.** I can create a believable character who is well-rounded (has clear motivations, secrets, faults), is fully present in the text (not a floating head), and who is ultimately alive on the page.
- **Show Don't Tell.** I can identify where I've "told" the reader something in my piece and can edit that section so that I'm "showing" the reader around in that moment instead.
- **Dialogue.** I can write dialogue in a format that is easy to read. My dialogue reveals character, forwards the plot, or increases the tension in my scenes.
- **Journals.** I can write on a daily basis and can practice the skills necessary for me to become a better writer in the future.
- **Advanced Project.** I can create an extended piece of writing in a genre of my choice.

✎ Reading

- **Craft Analysis.** I can read a variety of text types and styles to analyze writing techniques that will help me improve as a writer.

QUARTER 2

Students will work on honing *advanced-level* skills on the following learning objectives:

[Back to Top](#)

Basics of Fiction

✎ Writing

- **Plot.** I can subtly weave the primary elements of plot into a significant work of character driven fiction: desire, obstacle, action, result.
- **Sensory Details.** I can effectively evoke all five senses in my descriptions and have included these sensory details in a way that invites fluid reading and isn't overly obvious.
- **Character.** I can create a believable character who is well-rounded (has clear motivations, secrets, faults), is fully present in the text (not a floating head), and who is ultimately alive on the page.
- **Show Don't Tell.** I can identify where I've "told" the reader something in my piece and can edit that section so that I'm "showing" the reader around in that moment instead.
- **Dialogue.** I can write dialogue in a format that is easy to read. My dialogue reveals character, forwards the plot, or increases the tension in my scenes.
- **Journals.** I can write on a daily basis and can practice the skills necessary for me to become a better writer in the future.
- **Advanced Project.** I can create an extended piece of writing in a genre of my choice.



Reading

- **Craft Analysis.** I can read a variety of text types and styles to analyze writing techniques that will help me improve as a writer.

Presentation/Publishing

- **Project Visual.** I can create a visual representation of my written piece that includes character, setting, and a brief synopsis.

QUARTER 3

Students will work on establishing *introductory-level* skills on the following learning objectives:

Basics of Scriptwriting

Scriptwriting

- **Class Comedy.** I can play an active role in the creation of our class television comedy by analyzing the structure of television comedy, participating in class discussions, creating loglines, and writing scenes.
- **TV Drama.** I can analyze a television drama for its structure.
- **Advanced Project.** I can create an extended piece of writing in a genre of my choice.

Basics of Fiction

Writing

- **Journals.** I can write on a daily basis and can practice the skills necessary for me to become a better writer in the future.

Reading

- **Craft Analysis.** I can read a variety of text types and styles to analyze writing techniques that will help me improve as a writer.

[Back to Top](#)

QUARTER 4

Students will work on honing *advanced-level* skills on the following learning objectives:

Basics of Fiction

Writing

- **Plot.** I can subtly weave the primary elements of plot into a significant work of character driven fiction: desire, obstacle, action, result.
- **Character.** I can create a believable character who is well-rounded (has clear motivations, secrets, faults), is fully present in the text (not a floating head), and who is ultimately alive on the page.
- **Dialogue.** I can write dialogue in a format that is easy to read. My dialogue reveals character, forwards the plot, or increases the tension in my scenes.
- **Sensory Details.** I can effectively evoke all five senses in my descriptions and have included these sensory details in a way that invites fluid reading and isn't overly obvious.

- **Journals.** I can write on a daily basis and can practice the skills necessary for me to become a better writer in the future.
- **Advanced Project.** I can create an extended piece of writing in a genre of my choice.

Reading

- **Craft Analysis.** I can read a variety of text types and styles to analyze writing techniques that will help me improve as a writer.

Presentation/Publishing

- **Project Visual.** I can create a visual representation of my written piece that includes character, setting, and a brief synopsis.

ESSENTIAL SKILLS

[Back to Top](#)

Essential Skills are a requirement for graduation.

Successful completion of this course indicates that a student has demonstrated the Essential Skills that are **checked below**.

	☞ Read and interpret a variety of texts at different levels of difficulty (2012)
✓	☞ Write clearly and accurately (2013)
✓	☞ Listen actively, speak clearly, and present publicly
	☞ Apply mathematical reasoning in a variety of settings (2014)
	☞ Use technology to learn, live, and work
✓	☞ Think critically and analytically
	☞ Demonstrate civic and community engagement
	☞ Demonstrate global literacy
✓	☞ Demonstrate personal management and teamwork skills

Course MATERIALS AND RESOURCES

The following is a sample of core and supplemental materials and resources used in this course. This is not a comprehensive or required list. Please reference the course syllabus, provided by the teacher to your student, or contact the teacher directly, for specific details about materials and resources your student may encounter during the course.

- ☞ Student-authored writings.
- ☞ Professionally-authored writings.