

University High School English Department

Course title: Creative Writing and Desktop Publishing

1 semester course: 1/2 credit

Prerequisite: None

Grades: 9-12

Content	Skills	Benchmarks (Grade 11)
<ul style="list-style-type: none"> • Diagnostic Writing • Goal Setting • Reader response to <i>Brome & Beyond</i> and text readings • E-Mail Accounts --required/activated/FTP procedure initiated • Introduction to Internet and online resources (via Poet Laureate questing, gif saving, book-marking, etc.) • Introduction to desktop publishing (via Microsoft Publisher 2000, WordArt, Letterhead creation, author quotation and computer nametag assignments, etc.) • Journal Writing • Personal memoir – The Stranger in the Photo is ME • Desktop Publishing – layout emulation • Introduction to meter and formal verse forms • Poetry writing • Completion of poetry sampler 	<p>Speaking</p> <ul style="list-style-type: none"> • Oral reading • Small group dynamics • Whole and small group discussion • Podium/performance reading <p>Listening</p> <ul style="list-style-type: none"> • Listening for information, evaluation, interpretation • Listening for appreciation • Listening for inspiration (music) <p>Reading</p> <ul style="list-style-type: none"> • Assigned Essays, Articles, Fiction, Poetry, etc. • Textbook reading <p>Writing</p> <ul style="list-style-type: none"> • Creative writing, varied genre • Analytical writing • Letter writing 	<ul style="list-style-type: none"> • Apply strategies for comprehending, interpreting, analyzing and evaluating a range of texts, drawing on their own experience and knowledge as well as other sources. • Write effectively for specific audiences and purposes, adapting language conventions appropriately, • Analyze writing tasks and purposes systematically, use elements of the writing process appropriately, and adopt a variety of strategies during the course of their writing. • Create, critique and discuss texts, applying a knowledge of text structure, rhetorical devices, figurative and descriptive language, grammar, spelling and punctuation. • Create and communicate knowledge, using technological resources to gather and synthesize information. • Use language to define and represent questions, issues and problems for research. • Read and write independently for learning and enjoyment

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<ul style="list-style-type: none"> • Meter exam • Verse mini magazines – Publisher 2000 • Introduction to <i>The Writer</i> and <i>Writer's Digest</i>. (MLA, précis & reader response assignments) • Periodic Reflection/input timed writings • Dialogue writing and mechanics • POV unit – experimentation with eight points of view • Flash Fiction writing with periodical layout • Short story • Haiku unit, <i>Modern Haiku Journal</i> formal submission • Cover letter and Query letter • Performance piece • Worksheets and practice producing literary devices and figures of speech • Individual final project proposal • Class literary magazine production (cover art, layout, copying, binding) • <i>Brome and Beyond</i> submission • Exit portfolio review • Joint final (with Oral Communication class) when scheduling permits 	<p>Media Literacy</p> <ul style="list-style-type: none"> • Video analysis (contemporary authors) • Website evaluation <p>Critical Thinking</p> <ul style="list-style-type: none"> • Levels of Questions • SOAPS Analysis • LIDDS Analysis • Reader response 	<p>learning and enjoyment.</p> <ul style="list-style-type: none"> • Analyze diversity in language across cultures, ethnic groups, social and historical contexts, and geographic regions. • Use language knowledgeably, reflectively, constructively and critically. • Demonstrate an understanding of the relationships between and among the components of the speaking process. • Identify and apply effective strategies for formal and informal speaking situations in public, group work and personal settings. • Use language that clarifies, persuades and/or inspires while respecting the cultural, gender and individual differences of the audience. • (Identify and) apply methods of managing and/or overcoming communication anxiety and apprehension. • Demonstrate an understanding of the relationships between and among the components of the listening process. • (Identify and) manage internal and external barriers to listening. • (Identify and)utilize the listening skills appropriate for diverse types and purposes of listening. • Demonstrate an understanding of the relationships between and among the components of the listening process. • Analyze and evaluate the effects of audio
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		<p>and visual media.</p> <ul style="list-style-type: none">• (Identify and) utilize the skills necessary for competent communication across audio and visual media.
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