

Hickman County Curriculum Map Creative Writing (Quarter Class)

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
<p>Develop fluency, logic, clarity, and creativity.</p> <p>Write for a variety of audiences.</p> <p>Explore diverse modes and genres of writing.</p> <p>Utilize evaluation and revision skills.</p> <p>Focus on the steps of the process writing.</p> <p>Use available technology in the creative process.</p>	<p>Describe the structure of a multifaceted argument with a stated main claim or conclusion and explicit or implicit premises.</p> <p>Include relevant, specific, and compelling details.</p> <p>Use precise language, considering audience and purpose (e.g., technical writing, creative expression).</p> <p>Identify the elements of deductive and inductive arguments.</p> <p>Revise papers to focus on the thesis, develop ideas, address potential objections, employ effective transitions, identify a clear beginning and ending, correct logic errors, and identify areas for further development.</p> <p>Explain why common logical fallacies (e.g., the appeal to fear, personal attack {<i>ad hominem</i>}, false dilemma, false analogy) do not prove the point being argued.</p>	<p>Revise to craft a tone, mood, and style that convey the writer’s attitude and are appropriate to audience.</p> <p>Evaluate text for fact and opinion.</p> <p>Analyze cause/effect relationships in text.</p> <p>Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.</p> <p>Identify a statement that reveals the writer’s biases, stereotypes, assumptions, or values within a writing sample</p> <p>Proofread a passage for correct punctuation, mechanics, and usage.</p> <p>Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).</p> <p>Use both basic and specialized software to incorporate graphics into writing products.</p>