



NORTHWESTERN AGUSAN COLLEGES

Bayview Hill, Nasipit, Agusan del Norte

Curriculum Instruction Delivery Alignment Map

Grade: 12

Subject Title: Creative Nonfiction

No. of Hours: 80 hours

Pre-requisite: Creative Writing (CW/MP)

Subject Description: Focusing on formal elements and writing techniques, including autobiography and blogging, among others, the subject introduces the students to the reading and writing of Creative Nonfiction as a literary form. The subject develops in students' skills in reading, and thinking critically and creatively, that will help them to be imaginative readers and writers.

1 st Quarter													
Content	Content Standards	Performance Standards		Learning Competencies				Highest Thinking Skill to Assess			Highest Enabling Strategy to Use in Developing the Highest Thinking Skill to Assess		
		MINIMUM	BEYOND MINIMUM	MINIMUM	KUD CLASSIFICATION	BEYOND MINIMUM	KUD CLASSIFICATION	RBT Level	Assessment Technique			Enabling General Strategy	Teaching Strategy
									WW	QA	PC		
A. Introduction to Literary Genres 1. Understanding Conventions of Traditional	The learner understands the literary conventions that govern the different	The learner clearly and coherently uses a chosen element conventionally identified with		1. Identify dominant literary conventions of a particular genre	U			Applying				Connection	Discussion

<p>Genres</p> <p>a) Fiction b) Poetry c) Drama d) Other forms</p> <p>2. Identifying Elements of the different Genres</p> <p>3. Using Elements as Techniques to develop Themes</p>	<p>genres. (e.g., narrative convention of fiction, etc.)</p>	<p>a genre for a written output</p>		<p>2. Compare and contrast how the elements are used in the different genres</p>	K			Understanding	<p>Comparing and contrasting how the elements are used in the different genres using a Venn diagram.</p>	<p>Part I. Written Exam</p> <p>Part II. Practical Exam</p>		Representation	Brainstorming
				<p>3. Analyze and interpret the theme and techniques used in a particular text</p>	U			Analyzing				Communication	
				<p>4. Create samples of the different literary elements based on one's experience (e.g. <i>metaphor</i> to describe an emotion)</p>	D			Creating				Problem Solving	
				<p>5. Write a draft of a short piece using any of the literary conventions of genre following these pointers:</p>									

			<p>a. Choosing a topic</p> <p>b. Formulating a thesis statement</p> <p>c. Organizing and developing the ideas</p> <p>d. Using any literary conventions of a genre</p> <p>e. Ensuring that theme and technique are effectively developed</p>	D			Creating				Problem Solving	
			<p>6. Peer-edit each other's draft based on:</p> <p>a. clarity of idea</p> <p>b. appropriate choice of the element</p> <p>c. appropriate use of the</p>	U			Evaluating				Reasoning and Proof	Think Pair Share

				element d. effective combination of the idea and the chosen literary element									
				7. Revise the draft of a short piece using any of the literary conventions of a genre (e.g. <i>plot</i> for narrative piece)	D			Creating					Problem Solving
B. Principles, Elements, Techniques, and Devices of Creative Nonfiction 1. Using Elements of Creative Nonfiction a) Plot b) Characters	The learner understands the delineation between creative and the nonfictional elements of creative nonfictional text.	The learner clearly and coherently uses multiple elements conventionally identified with a genre for a written output.		1. Do a close reading of nonfictional texts									
				2. Identify the fictional elements in the texts	U			Applying				Connection	
				3. Analyze and interpret factual/nonfictional aspects	U			Analyzing			Communication		

c) Characterization d) Point of View e) Angle f) Setting and Atmosphere g) Symbols and Symbolisms h) Irony i) Figures of speech j) Dialogue k) Scene l) Other elements and devices 2. Developing themes by combining multiple elements				in the texts	U				Evaluating				Reasoning and Proof
				4. Evaluate the relationship of creative and nonfictional elements of the texts									
				5. Write a draft of a short piece using multiple elements conventionally identified with the literary genres following these pointers: a. Choosing a topic b. Formulating a thesis statement c. Organizing and developing ideas d. Using multiple literary	D								

				conventions of a genre									
				e. Ensuring that theme and technique are effectively developed									
				6. Peer-edit each other's draft based on:	U			Evaluating				Reasoning and Proof	Think Pair Share
				a. clarity of ideas									
				b. appropriate choice of literary elements									
				c. appropriate use of the elements									
				d. effective combination of the ideas and the chosen literary elements									
				7. Revise the draft of a short piece using	D			Creating				Problem Solving	

				multiple elements conventionally identified with the literary genres								
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Curriculum Instruction Delivery Alignment Map

Subject : Creative Non-Fiction
Grade Level : Grade 12- GAS
Teacher : Chastety R. Corre

2 nd Quarter												
Content	Content Standards	Performance Standards		Learning Competencies				Highest Thinking Skill to Assess			Highest Enabling Strategy to Use in Developing the Highest Thinking Skill to Assess	
		MINIMUM	BEYOND MINIMUM	MINIMUM	KUD CLASSIFICATION	BEYOND MINIMUM	KUD CLASSIFICATION	RBT Level	Assessment Technique		Enabling General Strategy	
A. Forms and Types of Creative Non-fiction a) Understanding various forms and types b) Autobiography/ Biography c) Literary Journalism/Reportage d) Personal narratives e) Travelogue f) Reflection essay	The learner understands the distinction between and among creative nonfiction types and forms.	The learner competently delivers an artistic presentation summarizing and analyzing the form, theme and techniques of										
			1. Explain the relationship of elements and ideas found in the various forms and types of	U			Evaluating				Reasoning and Proof	

g) True narratives h) Blogs i) Testimonio j) Other types and forms Delivering a presentation on a chosen type or form of creative nonfiction		a chosen creative nonfictional text.		creative nonfictional texts through a close reading								
				2. Compare and contrast the different forms and types of creative nonfictional texts	K			Understanding		Representation		
				3. Deliver an artistic presentation summarizing, analyzing, and commenting on a chosen creative nonfictional text representing a particular type or form	D			Creating		Problem Solving		
B. Reading and Writing Creative Nonfiction 1. Reading creative nonfiction a) Analysis, Interpretation and Commentary 2. Writing Creative Nonfiction a. Mini critique b. Creative nonfiction	The learner understands that mastery of the basic forms, types, techniques and devices of creative nonfiction enables him/her to effectively critique and	The learner writes a clear and coherent critique and an interesting and engaging creative nonfiction.		1. Write a mini critique of a peer’s work based on coherence and organization of paragraphs, development of literary elements, use of factual information, and other qualities concerning form and content	D			Creating			Problem Solving	

	write creative nonfiction.			2. Analyze and interpret a well-written creative nonfictional text based on the peer critique	U			Analyzing			Communication	
				3. Write a draft of creative nonfiction piece based on the learner's memorable real life experience	D			Creating			Problem Solving	
				4. Peer-edit and revise each other's draft based on desirable qualities of well-written creative nonfiction	U			Evaluating			Reasoning and Proof	
				5. Write the final version of one's own creative nonfiction in a composition of five paragraphs or more	D			Creating			Problem Solving	

