

**K to 12 BASIC EDUCATION CURRICULUM
SENIOR HIGH SCHOOL – ACADEMIC TRACK**

Grade: 11/12

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.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCY	CODE
Quarter I				
<p>A. Introduction to Literary Genres</p> <p>1. Understanding Conventions of Traditional Genres</p> <p>a. Fiction</p> <p>b. Poetry</p> <p>c. Drama</p> <p>d. Other forms</p> <p>2. Identifying Elements of the different Genres</p> <p>3. Using Elements as Techniques to develop Themes</p> <p>16 hours (4 weeks)</p>	<p>The learner understands the literary conventions that govern the different genres. (e.g., narrative convention of fiction, etc.)</p>	<p>The learner clearly and coherently uses a chosen element conventionally identified with a genre for a written output</p>	1. Identify dominant literary conventions of a particular genre	HUMSS_CNF11/12-Ia-1
			2. Compare and contrast how the elements are used in the different genres	HUMSS_CNF11/12-Ia-2
			3. Analyze and interpret the theme and techniques used in a particular text	HUMSS_CNF11/12-Ia-3
			4. Create samples of the different literary elements based on one's experience (e.g. <i>metaphor</i> to describe an emotion)	HUMSS_CNF11/12-Ib-d-4
			5. Write a draft of a short piece using any of the literary conventions of genre following these pointers:	HUMSS_CNF11/12-Ib-d-5
			a. Choosing a topic	
			b. Formulating a thesis statement	
c. Organizing and developing ideas				
d. Using any literary conventions of a genre				
e. Ensuring that theme and technique are effectively developed				
6. Peer-edit each other's draft based on	HUMSS_CNF11/12-Ib-d-6			
a. clarity of idea				
b. appropriate choice of literary element				
c. appropriate use of the 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)	HUMSS_CNF11/12-Ib-d-7			

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B. Principles, Elements, Techniques, and Devices of Creative Nonfiction 1. Using Elements of Creative Nonfiction a. Plot b. Characters 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 24 hours (6 weeks)	The learner understands the delineation between creative and the nonfictional elements of creative nonfiction text.	The learner clearly and coherently uses multiple elements conventionally identified with a genre for a written output	1. Do a close reading of creative nonfictional texts	HUMSS_CNF11/12-Ie-f-8
			2. Identify the fictional elements in the texts	HUMSS_CNF11/12-I-e-f-9
			3. Analyze and interpret factual/nonfictional aspects in the texts	HUMSS_CNF11/12-Ie-f-10
			4. Evaluate the relationship of creative and nonfictional elements of the texts	HUMSS_CNF11/12-Ie-f-11
			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 conventions of a genre e. Ensuring that theme and technique are effectively developed	HUMSS_CNF11/12-Ig-j-12
			6. Peer-edit each other's draft based on 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	HUMSS_CNF11/12-Ig-j-13
			7. revise the draft of a short piece using multiple elements conventionally identified with the literary genres	HUMSS_CNF11/12-Ig-j-14
Quarter II				
A. Forms and Types of Creative Non fiction a. Understanding various forms and types b. Autobiography/ Biography	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	1. Explain the relationship of elements and ideas found in the various forms and types of creative nonfictional texts through a close reading	HUMSS_CNF11/12-IIa-15

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c. Literary Journalism/Reportage d. Personal narratives e. Travelogue f. Reflection essay g. True narratives h. Blogs i. Testimonio j. Other types and forms Delivering a presentation on a chosen type or form of creative nonfiction 12 hours (3 weeks)		of a chosen creative nonfictional text.	2. Compare and contrast the different forms and types of creative nonfictional texts	HUMSS_CNF11/12-IIa-16
			3. Deliver an artistic presentation summarizing, analyzing, and commenting on a chosen creative nonfictional text representing a particular type or form	HUMSS_CNF11/12-IIb-c-17
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 28 hours (7 weeks)	The learner understands that mastery of the basic forms, types, techniques and devices of creative nonfiction enables him/her to effectively critique and write creative nonfiction.	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	HUMSS_CNF11/12-II d-e-18
			2. Analyze and interpret a well-written creative nonfictional text based on the peer critique	HUMSS_CNF11/12-II f-19
			3. Write a draft of creative nonfiction piece based on the learner’s memorable real-life experience	HUMSS_CNF11/12-II g-j-20
			4. Peer-edit and revise each other’s draft based on desirable qualities of well-written creative nonfiction	HUMSS_CNF11/12-II g-j-21
			5. Write the final version of one’s own creative nonfiction in a composition of five paragraphs or more	HUMSS_CNF11/12-II g-j-22

Note: While assuring coverage, the sequence and time allotment may be adjusted based on the learner’s pace and capacity (for Quarter I-B and Quarter II-A).

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GLOSSARY

angle – involves the scope and focus in writing about real events

atmosphere – an element of literature that concerns the tone, emotion or mood created by a literary text based on the details of the description and narration

autobiography – a written account of the life of a person written by that person

biography – a detailed description or account of a person’s life

blog – a web log: a website containing short articles called posts that are changed regularly. Some blogs are written by one person containing his/her own opinion, interests and experiences, while others are written by many different people.

character – a person who is responsible for the thoughts and actions within a story, poem or drama

characterization – a literary element or device that presents a character through description, action, speech or thoughts, directly or indirectly revealed

close analysis – synonymous to close reading. It fosters an advanced understanding and interpretation of a literary passage that is focused primarily on the words themselves. It looks at details within the text in order to identify larger, overarching themes. Some things to look for are word choice (diction), structure, imagery, syntax, literary devices, context, tone, strange or surprising statements, and rhythms (mostly on poetry).

Creative nonfiction – Also sometimes called literary nonfiction or narrative nonfiction, it is a genre of writing that uses literary styles and techniques to create factually accurate narratives. Creative nonfiction contrasts with other nonfiction, such as technical writing or journalism, which is also rooted in accurate fact but is not primarily written in service to its craft. As a genre, creative nonfiction is still relatively young, and is only beginning to be scrutinized with the same critical analysis given to fiction and poetry.

critique – a critical discussion or review that describes, summarizes, analyzes, and evaluates the strengths and weaknesses of a work. It is written in paragraph form.

figures of speech – Also known as figurative language, it creates figures (pictures) in the mind of the reader or listener. These pictures help convey the meaning faster and more vividly than words alone. We use figures of speech in “figurative language” to add colour and interest, and to awaken the imagination. Figurative language is everywhere, from classical works like Shakespeare or the Bible, to everyday speech, pop music and television commercials. It makes the reader or listener use their imagination and understand much more than the plain words. Figurative language is the opposite of literal language. Literal language means exactly what it says. Figurative language means something different to (and usually more than) what it says on the surface.

literary convention – defining features of a particular genre such as a novel, a short story, or a play.

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literary elements – refers to particular identifiable characteristics of a whole text. They are not “used”, per se, by authors; they represent the elements of storytelling which are common to all literary and narrative forms. For example, every story has a theme, every story has a setting, every story has a conflict, every story is written from a particular point of view, etc. In order to be discussed legitimately as part of a textual analysis, literary elements must be specifically identified for that particular text.

literary genre – A category of literary composition determined by literary technique, tone, content, or even (as in the case of fiction) length. The distinctions among genres and categories are flexible and loosely defined, often with subgroups. The most general genres in literature are (in loose chronological order) epic, tragedy, comedy, and creative nonfiction. They can all be in the form of prose or poetry. Additionally, a genre such as satire, allegory or pastoral might appear in any of the above, not only as a sub-genre, but as a mixture of genres. Finally, they are defined by the general cultural movement of the historical period in which they were composed. Genre should not be confused with age categories, by which literature may be classified as either adult, young adult, or children’s. They also must not be confused with format, such as graphic novel or picture book.

literary techniques – refers to any specific, deliberate constructions or choices of language which an author uses to convey meaning in a particular way. An author’s use of a literary technique usually occurs with a single word or phrase, or a particular group of words or phrases, at one single point in a text. Unlike literary elements, literary techniques are not necessarily present in every text; they represent deliberate, conscious choices by individual authors.

peer critique – or *peer review*, the practice of writers to review and provide constructive criticism of each other’s works.

personal narrative – a narrative essay about a true story of something that happened to someone, usually told to illustrate an insight; is based on autobiographical events.

plot – the arrangement of events that form the story in a novel, movie, etc.

point of view – the perspective from which the reader sees or hears what’s going on in the text as provided by a “lens” through which a narrative is told.

reflective or reflection essay - a form of writing that examines and observes the progress and meaning of a writer’s individual experiences like a journal about the thoughts on a certain topic.

reportage – a kind of literary journalism that reports on an event, history or an actual case based on direct observation, investigation or thorough research and documentation.

scene – a dramatic presentation of events which involves good description, character, and dialogue.

setting – the geographic location and time period in which a story takes place.

symbol– is a person, place or thing that represents an abstract idea or concept that stands for something beyond itself.

symbolism – is the use of animals, elements, things, place or colors to represent other things.

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testimonio – literally, a solemn attestation as to the truth of a matter. In literature, it is an oral or written autobiographical narrative referred to as “testimonial literature.” The term “testimonio” refers to a kind of writing which comes from Latin America dealing with experiences of human rights abuse.

theme – is the central topic or an abstract idea or ideas explored by a literary work.

thesis statement – the central assertion or argument of an essay.

travelogue - a story of the experiences encountered by someone while touring a place for the pleasure of travel.

true narrative – is an objective account of something (e.g. journalistic report).

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CODE BOOK LEGEND

SAMPLE CODE: HUMSS_CNF11/12-Ie-f-11

LEGEND		SAMPLE	
First Entry	Track/ Strand	Humanities and Social Sciences Strand	HUMSS_CNF 11/12
	underscore_		
	Track/ Strand Subject	Creative Nonfiction: The Literary Essay	
	Grade Level	11/12	
-			
Roman Numeral *Zero if no specific quarter	Quarter	First Quarter	I
Lowercase Letter *Put a hyphen (-) in between letters to indicate more than a specific week	Week	Week five to six	e-f
-			
Arabic Number	Competency	Evaluate the relationship of creative and nonfictional elements of the texts	11