**Area of Learning: ENGLISH LANGUAGE ARTS Grade 10**

**COMPOSITION 10 (2 credits)**

**Description**

Composition 10 is designed to support students in their development of written communication through a critical process of questioning, exploring,   
and sampling. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. Students will read and study compositions by other writers and consider a variety of styles as models for the development of their writing. The course builds students’ writing competencies by introducing them to varied structures, forms, and styles of compositions. Students have opportunities to individually and collaboratively study, create, and write original pieces, exploring audience and purpose. They also develop their craft through processes of drafting, reflecting, and revising.

The following are possible areas of focus within Composition 10:

* narrative, expository, descriptive, persuasive, and opinion pieces
* planning, drafting, and editing processes
* writing for specific audiences and specific disciplines
* how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

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**BIG IDEAS**

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| The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world. |  | Texts are  socially, culturally, geographically,  and historically constructed. |  | Language shapes ideas and  influences others. |  | Engagement with writing processes can support creativity and enhance clarity of expression. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Using oral, written, visual, and digital texts, students are expected individually and  collaboratively to be able to:*  Comprehend and connect (reading, listening, viewing)   * Recognize and appreciate the role of story, narrative, and oral tradition in expressing  First Peoples perspectives, values, beliefs, and points of view * Recognize and appreciate the diversity within and across First Peoples societies  as represented in texts * Access information for diverse purposes and from a variety of sources to inform writing * Explore the relevance, accuracy, and reliability of texts * Apply appropriate **strategies** to comprehend written, oral, visual, and **multimodal texts** * Recognize and appreciate how different **forms**, **formats**, **structures**,and **features of texts** enhance and shape meaning and impact * Think critically, creatively, and reflectivelyto explore ideas within, between,  and beyond texts * Explore how language constructs personal and cultural identities * Construct meaningful personal connections between self, text, and world * Identify bias, contradictions, and distortions   Create and communicate (writing, speaking, representing)   * Respectfully **exchange ideas and viewpoints** from diverse perspectives to **build shared understanding and** **extend thinking** | *Students are expected to know the following:*  Text forms and genres  Text features and structures   * **narrative structures found in  First Peoples texts** * **protocols related to ownership of  First Peoples oral texts**   Strategies and processes   * **reading strategies** * **oral language strategies** * **metacognitive strategies** * **writing processes**   Language features, structures, and conventions   * language features * **elements of style** * exploration of **voice** * **usage** and **conventions** * **literary elements and devices** * citation techniques |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Respond to text in personal, creative, and critical ways * Assess and **refine texts to improve clarity and impact** * Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for a **range of purposes** * Use **writing and design processes** to plan, develop, and create engaging and meaningful texts for avariety of purposes and **audiences** * Express and support an opinion with evidence * Use the conventions of Canadian spelling, grammar, and punctuation proficiently  and as appropriate to the context * Use **acknowledgements and citations** to recognize intellectual property rights * Transform ideas and information to create original texts |  |