

COMPOSITION 11 (4 credits)

Description

Composition 11 is designed to support students as they refine, clarify, and adjust their written communication through practice and revision. Students will read and study compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students to, with increasing independence, study, create, and write original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations. They will develop confidence in their abilities as they consolidate their writing craft.

The following are possible areas of focus within Composition 11:

- 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

BIG IDEAS

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| <p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> | <p>People understand text differently depending on their worldviews and perspectives.</p> | <p>Texts are socially, culturally, geographically, and historically constructed.</p> | <p>Language shapes ideas and influences others.</p> | <p>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</p> | <p>People are empowered by being able to communicate effectively.</p> | <p>Engagement with writing processes can support creativity and enhance clarity of expression.</p> |
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Learning Standards

| Curricular Competencies | Content |
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| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read for enjoyment and to achieve personal goals • Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Recognize and understand the diversity within and across First Peoples societies, as represented in texts • Understand the influence of land/place in First Peoples and other Canadian texts • Access information for diverse purposes and from a variety of sources to inform writing • Evaluate the relevance, accuracy, and reliability of texts • Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking • Recognize and understand how different forms, formats, structures, and features of texts enhance and shape meaning and impact • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts | <p><i>Students are expected to know the following:</i></p> <p>Text forms and text genres</p> <p>Text features and structures</p> <ul style="list-style-type: none"> • form, function, and genre of texts • narrative structures found in First Peoples texts • protocols related to the ownership of First Peoples oral texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • language features • elements of style • usage and conventions • citation techniques • literary elements and devices |

Learning Standards (continued)

| Curricular Competencies | Content |
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| <ul style="list-style-type: none"> • Recognize and understand how language constructs personal, social, and cultural identities • Construct meaningful personal connections between self, text, and world • Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact • Identify bias, contradictions, distortions, and omissions <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking • Respond to text in personal, creative, and critical ways • 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 a variety of purposes and audiences • Express and support an opinion with evidence • Reflect on, assess, and refine texts to improve clarity, effectiveness, and impact • 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, using various genres, forms, structures, and styles • Experiment with genres, forms, or styles of creative and communicative texts | |