

## CREATIVE WRITING 11 (4 credits)

### Description

Creative Writing 11 is designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. The course provides students with in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and strengthen their skills through writing and design processes. Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they reflect on, adjust, and extend their writing skills.

The following are possible areas of focus within Creative Writing 11:

- short fiction and poetry – suggested content includes flash-fiction (micro-fiction, drabble, non-fiction, twitterature), graffiti, sub-genres (e.g., adventure, children’s literature, comic/graphic, fantasy, fan fiction, historical fiction, horror, sci-fi, dystopian, suspense, thriller, tragedy, romance), drama, script writing, poetry, authenticity versus sentimentality, literary devices and techniques, various forms, the relationship between form and function
- creative non-fiction – suggested content includes columns, features, articles, queries, captions, layout, reporting, interviews, reviews (fashion, movie), advertising, titles, bylines, sample readings
- memoir – suggested content includes place-based writing, narrative, film memoir, sample readings

## BIG IDEAS

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.

Creative writers take risks and persevere.

Creative writers are observant of the world.

Writers write for authentic audiences and real-world purposes.

## Learning Standards

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

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Recognize an increasing range of text structures and understand how they contribute to meaning</li> <li>• Identify bias, contradictions, distortions, and omissions</li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• <b>Respectfully exchange ideas and viewpoints</b> from diverse perspectives to build shared understandings and extend thinking</li> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Demonstrate <b>speaking</b> and <b>listening skills</b> in a variety of formal and informal contexts for a <b>range of purposes</b></li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a variety of purposes and <b>audiences</b></li> <li>• Express and support an opinion with evidence</li> <li>• Reflect on, assess, and <b>refine texts to improve clarity, effectiveness, and impact</b></li> <li>• Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context</li> <li>• Use <b>acknowledgements and citations</b> to recognize intellectual property rights</li> <li>• Transform ideas and information to create original texts, using various genres, forms, structures, and styles</li> <li>• Manipulate language purposefully</li> </ul>	