

## **AREA OF CHOICE: COMPOSITION 10**

### **Description**

EFP Composition 10 is designed for students who have an interest in developing their skills in written communication in a variety of contexts. This area of choice provides students with opportunities to think critically as they explore, extend, and refine their writing. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations. The following are possible areas of study within this Area of Choice:

#### **Community Focused Text**

Suggested content includes creating written work that relates to local FP resources and contributes to community by supporting community-driven initiatives (e.g., proposals work, letter writing, and other technical communications; archiving projects)

#### **Composition**

Suggested content includes narrative, expository, descriptive, persuasive, and opinion pieces, with attention to aspects such as developing a thesis, structure, transitions, hooks and leads, persuasion, argumentation, and sample works related to First Peoples' themes.

#### **Research and Writing**

Suggested content includes indigenous and western approaches to research, as well as how to research and cite sources. Students will consider the credibility of evidence and evaluate their sources when supporting an argument.

### **Suggested interdisciplinary links:**

- Documenting land use (Social Studies)
- Engaging in First Nations language revitalization projects (Languages)
- Publishing process and industry (Applied Design, Skills, and Technologies)
- Writing within a specific field or profession (Science, Math)
- Researching and writing within a specific academic discipline (Science, History)
- Advertising writing accompanied by art/graphics (Visual Art, Applied Design, Skills, and Technologies)

## BIG IDEAS

The exploration of **text** deepens understanding of one's identity, others, and the world.

First Peoples texts provide insight into key aspects of Canada's past, present, and future

Indigenous writing plays a role within the process of **Reconciliation**.

People understand **text** differently depending on their worldviews and perspectives.

Texts are socially, culturally, geographically, and historically constructed.

Self-representation through **authentic text** is a means to foster justice.

## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital <b>texts</b>, 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>• <b>Access information for diverse purposes</b> and from a variety of sources and <b>evaluate its relevance, accuracy, and reliability</b></li> <li>• Recognize and appreciate how <b>different forms, structures, and features of texts</b> reflect a variety of purposes, audiences, and messages</li> <li>• Recognize how <b>language constructs and reflects personal, social, and cultural identity</b></li> <li>• Construct <b>meaningful personal connections between self, text, and world</b></li> <li>• Understand <b>how literary elements, techniques, and devices enhance and shape meaning and impact</b></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 from diverse perspectives to build shared understanding and extend thinking</b></li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a <b>variety of purposes and audiences</b></li> <li>• Express and support an opinion with evidence.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>A variety of text forms and genres</b></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• <b>narrative structures, including those found in First Peoples' texts</b></li> <li>• form and genre of texts</li> <li>• elements of visual/graphic texts</li> </ul> <p><b>Protocols</b></p> <ul style="list-style-type: none"> <li>• issues related to the ownership of First Peoples' texts and <b>protocols</b> for their use</li> <li>• processes related to protocols and expectations when interacting with First Nations communities and Aboriginal organizations</li> </ul> <p><b>Writers' practice</b></p> <ul style="list-style-type: none"> <li>• writers explore and experiment with <b>various voices, styles, and perspectives</b></li> <li>• writing is a process</li> <li>• writers write for <b>authentic audiences</b> and <b>real-world purposes</b></li> <li>• writers are resilient and determined; they are willing to take risks, fail, and try again</li> <li>• writers experience vulnerability in sharing their work</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• <b>Assess and refine texts</b> to improve their clarity, effectiveness, and impact according to purpose, audience, and message</li> <li>• Recognize the difference between intellectual property rights and community protocols and apply as necessary</li> <li>• Use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</li> <li>• Recognize the influence of <b>place</b> in First Peoples' texts</li> <li>• Experiment with new or unfamiliar genres, forms, or styles of texts</li> </ul>	<ul style="list-style-type: none"> <li>• writers write frequently</li> <li>• writers are <b>observant</b> of the world around them</li> <li>• writers read other writers</li> <li>• writers develop an authentic voice through time and practice</li> <li>• writers have responsibility to avoid cultural appropriation</li> </ul> <p><b>Writing genres</b></p> <ul style="list-style-type: none"> <li>• written communication takes a variety of forms</li> <li>• <b>form</b> is reflective of function</li> <li>• writers write for a specific purpose</li> </ul> <p><b>Writing Style</b></p> <ul style="list-style-type: none"> <li>• writers use a variety of <b>literary techniques and devices</b> to manipulate language to create a desired effect; they make conscious and purposeful stylistic choices.</li> <li>• some techniques lend themselves to certain genres more than others</li> </ul> <p><b>Writer-reader relationship</b></p>

Big Ideas – Elaborations

- **text/texts:** any type of oral, written, visual, or digital expression or communication:
  - visual texts can include gestural and spatial components (as in dance) as well as images (some examples of image-based visual texts are posters, photographs, paintings, carvings, totems, textiles, regalia, and masks)
  - digital texts include electronic forms of oral, written, visual expression
  - multimodal texts can include any combination of oral, written, visual, and/or digital elements and can be delivered via different media or technologies (some examples of multimodal texts are dramatic presentations, web pages, music videos, on-line presentations, graphic novels, post-modern picture books, and close-captioned films).
- **Reconciliation:** the movement in Canada to heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system.
- **authentic text:** a written, oral, visual, digital, or multimodal text that
  - presents authentic First Peoples voices (i.e., historical or contemporary texts created by First Peoples, or through the substantial contributions of First Peoples)
  - depicts themes and issues important to First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)
  - incorporates First Peoples storytelling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour)
  - includes respectful portrayals or representation of First Peoples, their traditions, and beliefs.

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- **Access information:** consider prior knowledge
- **diverse purposes:**
  - express and reflect
  - inquire and explore
  - inform and explain

Curricular Competencies – Elaborations

- analyze and interpret
- take a stand
- evaluate and judge
- propose a solution
- seek common ground
- compare and contrast
- synthesize
- narrate
- describe
- **evaluate its relevance, accuracy, and reliability:** consider point of view, bias, propaganda, and voices left out or omitted
- **different forms, structures, and features of texts:** students will read a diverse selection of sample works as a framework for their own writing goals and development
- **language constructs and reflects personal, social, and cultural identity:** writing is a reflective and reflexive process that increases self-awareness
- **meaningful personal connections between self, text, and world:** writing can be a reflective and reflexive process, connecting individuals to others
- **how literary elements, techniques, and devices enhance and shape meaning and impact:** students are encouraged to delve deeply into text and consider the function of literary elements, techniques and devices (e.g., allegory parallels the real and fictional, paradox reveals seemingly contradictory truths)
- **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking:**
  - writers exchange works, listen to feedback, and gain deeper insights and understandings
  - writers respond to other’s work with constructive feedback, open-mindedness and sensitivity to others’ feelings and the relationships within the community
  - writers understand and accept divergent viewpoints and perspectives
- **writing and design processes:** writers approach their work from various entry points with a variety of styles and voices
- **variety of purposes and audiences:** writers write for authentic purposes and real-world audiences based on their strengths and passions
- **Assess and refine texts:** writers consciously make changes and revisions
- **place:** refers to the land and other aspects of physical environment with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity

Content – Elaborations

- **narrative structures, including those found in First Peoples’ texts:** circular, iterative, cyclical

Content – Elaborations

- **protocols:** Stories often have protocols — when and where they can be shared, who owns them, who can share them
- **various voices, styles, and perspectives:** some examples include
  - humour
  - satire
  - cliché
  - artistic versus journalistic
  - formal versus informal
  - persona
  - voice
  - point of view
- **authentic audiences:**
  - local or global community
  - individuals or groups
- **real-world purposes:** for purposes beyond the classroom use (e.g., print or on-line, blogs, journalism, letters, writing contests)
- **observant:**
  - experience the world through the senses
  - keep notes on observations and ideas that inspire future works
- **Writing genres:**
  - Essays & Reports: some examples of topics to explore include
    - essay and report styles (e.g., expository, descriptive, narrative)
    - essay and report purposes (persuasion, argumentation)
    - structures (e.g., hook/lead, thesis, support, transitions, conclusion)
  - Academic Research and Writing: an example of what might be explored is
    - citing techniques
  - Technical Business Communication: some examples of topics to explore include
    - various forms of letter writing
    - instructions
    - manuals
    - proposals, pamphlets
- **form:** within a type of writing the writer chooses a form based on the purpose of the writing
- **Literary techniques and devices:**
  - choice of diction
  - rhetoric and rhetorical devices
  - syntax
  - sentence type and variety

Content – Elaborations

- **Writer-reader relationship:** writing reflects and evokes critical and emotional experiences

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