EFP WRITING 10 (2 credits)

Description

EFP Writing 10 is designed for students who are interested in writing for a variety of purposes and contexts. This area of choice provides students with opportunities to become better writers through the exploration of personal and cultural identities, memories, stories, and connections to land/place. Within a supportive community, students will work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging compositions. This course is grounded in the exploration and application of writing processes, inviting students to express themselves as they experiment with, reflect on, extend, and refine their writing.

The following are possible areas of focus in EFP Writing 10:

- Community-focused Text — Ideas include creating written work that relates to and/or contributes to local First Peoples' communities (e.g., community performances, proposals, technical communications).
- Writing for Advocacy — Ideas include creating narrative, descriptive, persuasive, and opinion pieces, with attention to audience, purpose, and technique.
- Writing for Expression — Ideas include creating slam poetry, oratory, rap, drama, song, or multimodal work related to First Peoples' themes.
- Exploration of First Peoples Themes — Ideas include contextualizing self in relation to community, expressing relationship to land, with consideration of issues such as cultural appropriation and inauthenticity.

Suggested interdisciplinary links:

- Writing to challenge non-Indigenous historical narratives (Social Studies)
- Engaging in First Nations language revitalization projects (Languages)
- Publishing process and industry (Applied Design, Skills, and Technologies)
- Writing lyrics for songs (Music)
- Advertising writing accompanied by art/graphics (Visual Art; Applied Design, Skills, and Technologies)

BIG IDEAS

The exploration of **text** and **story** deepens understanding of one's identity, others, and the world.	**Texts** are socially, culturally, geographically, and historically constructed.	Self-representation through **authentic First Peoples' text** is a means to foster justice.	First Peoples' **texts** play a role within the process of **Reconciliation**.

Learning Standards

Curricular Competencies	Content
Using oral, written, visual, and digital **texts***, students are expected individually and collaboratively to be able to:*	Students are expected to know the following:
Comprehend and connect (reading, listening, viewing)	• A variety of text **forms** and **genres**
• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view	• **Common themes in First Peoples' texts**
• Recognize and appreciate the diversity within and across First Peoples' societies as represented in **texts**	• **Reconciliation** in Canada
• Construct **meaningful personal connections between self, text, and world**	• **First Peoples' oral traditions**
• Apply appropriate **strategies** in a variety of contexts to guide inquiry, extend thinking, and comprehend texts	– purposes of First Peoples' oral texts
• Access information for diverse purposes and from a variety of sources to inform writing	• **Protocols**
• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts	– **protocols related to ownership and use of First Peoples' oral texts**
• Recognize and appreciate how different forms, formats, structures, and features of texts reflect diverse purposes, audiences, and messages	**Text features and structures**
• Explore **how language reflects personal and cultural identities**	• narrative structures, **including those found in First Peoples' texts**
• Examine how literary elements, techniques, and devices enhance and shape meaning and impact	• **form**, **function**, and **genre** of texts
• Identify bias, contradictions, and distortions	**Strategies and processes**
	• **reading strategies**
	• **metacognitive strategies**
	• **writing processes**
	• **oral language strategies**

Learning Standards (continued)

Curricular Competencies	Content
Create and communicate (writing, speaking, representing) • **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 the conventions of First Peoples' and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context • Express and support an opinion with evidence • Recognize intellectual property rights and community protocols and apply as necessary • Use **writing and design processes** to plan, develop, and create engaging and meaningful texts for a variety of purposes and **audiences** • Assess and **refine texts to improve clarity and impact**	**Language features, structures, and conventions** • **elements of style** • **usage** and **conventions** • citation and **acknowledgement** • **literary elements and devices**