

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

<p>The exploration of text and story deepens understanding of one's identity, others, and the world.</p>	<p>Texts are socially, culturally, geographically, and historically constructed.</p>	<p>Self-representation through authentic First Peoples' text is a means to foster justice.</p>	<p>First Peoples' texts play a role within the process of Reconciliation.</p>
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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>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> 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 Construct meaningful personal connections between self, text, and world Apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts Access information for diverse purposes and from a variety of sources to inform writing Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts Recognize and appreciate how different forms, formats, structures, and features of texts reflect diverse purposes, audiences, and messages Explore how language reflects personal and cultural identities Examine how literary elements, techniques, and devices enhance and shape meaning and impact Identify bias, contradictions, and distortions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> A variety of text forms and genres Common themes in First Peoples' texts Reconciliation in Canada First Peoples' oral traditions <ul style="list-style-type: none"> purposes of First Peoples' oral texts Protocols <ul style="list-style-type: none"> protocols related to ownership and use of First Peoples' oral texts <p>Text features and structures</p> <ul style="list-style-type: none"> narrative structures, including those found in First Peoples' texts form, function, and genre of texts <p>Strategies and processes</p> <ul style="list-style-type: none"> reading strategies metacognitive strategies writing processes oral language strategies

Learning Standards (continued)

Curricular Competencies	Content
<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 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 	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • elements of style • usage and conventions • citation and acknowledgement • literary elements and devices

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, and close-captioned films)
- **story/stories:** a narrative text that shares ideas about human nature, motivation, behaviour, and experience; stories can record history, reflect a personal journey, or explore identity; stories can be oral, written, or visual, and used to instruct, inspire, and/or entertain listeners and readers
- **authentic First Peoples’ 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
- **Reconciliation:** the movement to heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system

Curricular Competencies – 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, poles, 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, and close-captioned films)
- **meaningful personal connections between self, text, and world:** writing can be a reflective and reflexive process, connecting individuals to others

Curricular Competencies – Elaborations

- **strategies:** strategies used will depend on purpose and context; these may include making predictions, asking questions, paraphrasing, forming images, making inferences, determining importance, identifying themes, and drawing conclusions
- **how language reflects personal and cultural identities:** a person’s sense of identity is a product of linguistic factors or constructs – including oral tradition, story, recorded history, and social media; voice; cultural aspects; literacy history; linguistic background (English as first or additional language)
- **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking:**
 - using active listening skills and receptive body language; paraphrasing and building on others’ ideas
 - disagreeing respectfully
 - extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments)
 - collaborating in large and small groups
- **speaking and listening skills:**
 - strategies associated with speaking skills may include the conscious use of emotion, pauses, inflection, silence, and emphasis according to context
 - strategies associated with listening skills may include receptive body language, eye contact, paraphrasing building on others’ ideas, asking clarifying questions, and disagreeing respectfully
- **range of purposes:** purposes may include to understand, to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to provoke, to problem solve, and to entertain
- **writing and design processes:**
 - there are various writing and/or design processes depending on context
 - these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing
 - design processes may also include selecting appropriate format and layout
- **audiences:** students expand their understandings of the range of real world audiences; this can include children, peers, and community members, as well as technical, academic, and business audiences
- **refine texts to improve their clarity, effectiveness, and impact:**
 - creatively and critically manipulate language for a desired effect
 - use techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, maintaining parallelism, adding modifiers, and varying sentence types

Content – Elaborations

- **forms:** within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece; common written forms include narrative, journal, procedural, expository, explanatory, news article, e-mail, blog, advertisements, poetry, novel, and letter
- **genres:** literary or thematic categories (e.g., science fiction, biography, satire, memoir, poem, visual essay, personal narrative, speech, oral history)
- **Common themes in First Peoples’ texts:** examples include
 - 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
 - loss of identity and affirmation of identity
 - tradition
 - healing
 - role of family
 - importance of Elders
- **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
- **First Peoples’ oral traditions:**
 - the means by which cultural transmission occurs over generations, other than through written records; among First Peoples, oral traditions may consist of told stories, songs and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks
 - in addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), these traditions provide a record of literal truth (e.g., regarding events and/or situations)
 - they were integrated into every facet of life and were the basis of First Peoples’ education systems
 - They continue to endure in contemporary contexts.
- **protocols:**
 - rules governing behaviour or interactions
 - protocols can be general and apply to many First Peoples cultures, or specific to individual First Nations
- **protocols related to ownership and use of First Peoples’ oral texts:** stories often have protocols — when and where they can be shared, who owns them, who can share them
- **Text features:** attributes or elements of the text that may include typography (bold, italics, underlining, font choice), guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes
- **structures:** how text is organized

Content – Elaborations

- **including those found in First Peoples’ texts:** circular, iterative, cyclical
- **function:** the intended purpose of a text
- **reading strategies:**
 - there are many strategies that readers use when making sense of text
 - students consider what strategies they need to use to “unpack” text
 - they employ strategies with increasing independence depending on the purpose, text, and context
 - strategies include but may not be limited to predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting
- **metacognitive strategies:**
 - thinking about one’s own thinking
 - reflecting on one’s processes and determining strengths and challenges
 - students employ metacognitive strategies to gain increasing independence in learning
- **writing processes:**
 - there are various writing processes depending on context; these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing
 - there are many writing structures and processes; writers often have very personalized processes when writing; writing is an iterative process
- **oral language strategies:** speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing
- **elements of style:** stylistic choices that make a specific writer distinguishable from others; can include diction, vocabulary, sentence structure, tone
- **usage:** avoiding common usage errors (e.g., double negatives, mixed metaphors, malapropisms, and word misuse)
- **conventions:** common practices, including in the use of punctuation, in capitalization, in quoting, and in the spelling of Canadian and First Peoples’ words
- **acknowledgement:** formal acknowledgements of another person’s work, idea, or intellectual property
- **literary elements and devices:** texts use various literary devices, including figurative language, according to purpose and audience