

AREA OF CHOICE: COMPOSITION 11

Description

EFP Composition 11 is designed for students who have an interest in refining their skills in written communication in a variety of contexts. This area of choice provides students with opportunities to think critically as they continue to explore, extend, and improve their writing. Within a supportive community of writers, students will work individually and collaboratively to explore and create powerful, purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a significant 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).

Advanced 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.

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

Learning Standards (continued)

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