

## **AREA OF CHOICE: CREATIVE WRITING 11**

### **Description**

This area of choice is designed for students who are interested in using writing for self-expression and various creative purposes. Creative Writing provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, histories, stories, and connections to place. Within a supportive community, students will collaborate and develop their skills through writing and design processes. EFP Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing.

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

#### **Community Focused Text**

Ideas include creating written work that relates to local FP resources and supports community-driven initiatives (e.g., commemorative works, community performances).

#### **Exploring Personal and Cultural Identity in Relation to First Peoples in Canada**

Ideas include generating memoirs, journal entries.

#### **Performance Art in relation to First Peoples Themes**

Ideas include creating slam poetry, oratory, rap, drama, song, or multimodal work.

#### **Exploration of First Peoples Themes**

Ideas include creating multigenerational narratives, contextualizing self in relation to community, expressing relationship to land, with consideration of issues such as cultural appropriation and inauthenticity.

### **Suggested interdisciplinary links:**

- Writing from the perspective of historical figures (Social Studies)
- Dialogue of various languages, dialects, colloquialisms (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 **story** deepens understanding of one's identity, others, and the world.

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

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

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

## 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</b> from diverse sources to inform creative writing</li> <li>• Explain how <b>different forms, structures, and features of texts</b> reflect different purposes, audiences, and messages</li> <li>• Articulate 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 and evaluate <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 the conventions of First Peoples' and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</li> <li>• Recognize the difference between intellectual property rights and community protocols and apply as necessary</li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a <b>variety of purposes and audiences</b></li> <li>• <b>Assess and refine texts</b> to improve clarity and impact according to purpose and audience</li> <li>• Experiment with new or unfamiliar genres, forms, or styles of texts</li> </ul>	<p><i>Students are expected to know the following:</i></p> <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 <b>protocols</b> 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 may write for specific audiences</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> <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>

Learning Standards (continued)

Curricular Competencies	Content
	<p><b>Writing genres</b></p> <ul style="list-style-type: none"> <li>• <b>genres are dynamic</b></li> <li>• <b>form</b> is reflective of function</li> </ul> <p><b>Writing Style</b></p> <ul style="list-style-type: none"> <li>• writers use a variety of <b>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> <p><b>Common themes in First Peoples writing</b></p>

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