

CREATIVE WRITING 10 (2 credits)

Description

Creative Writing 10 is designed for students who have an interest in creative expression through language. The course provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally 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 within Creative Writing 10:

- contemporary creative forms such as slam poetry, oratory, rap, drama, song, graphic novels
- creative non-fiction, historical fiction
- poetry, song lyrics
- multimodal creative forms that combine visual, written, and oral texts

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 **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

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

Language shapes ideas and influences others.

Creative writers take risks, fail, and try again.

Creative writers are **observant** of the world.

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"> • Read for enjoyment and to achieve personal goals • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Recognize the diversity within and across First Peoples societies represented in texts • Recognize the influence of place in First Peoples and Canadian texts • Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability • Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts; guide inquiry; and extend thinking • Synthesize ideas from a variety of texts/sources • Recognize and appreciate how different forms, structures, and features of texts reflect a variety of purposes, audiences, and messages • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts • Recognize how language constructs personal, social, and cultural identity • Construct meaningful personal connections between self, text, and world | <p><i>Students are expected to know the following:</i></p> <p>Writer's processes</p> <ul style="list-style-type: none"> • exploration of and experimentation with various voices, styles, and perspectives • writing for authentic audiences and real-world purposes • writing practice • the importance of reading other writers <p>Writer-reader relationship</p> <p>Text features and structures</p> <ul style="list-style-type: none"> • features and structures of First Peoples text: <ul style="list-style-type: none"> – narrative structures found in First Peoples texts – issues related to the ownership of First Peoples texts, and protocols for their use <p>Writing forms and genres</p> <p>Writing style</p> <ul style="list-style-type: none"> • literary techniques, devices, forms and formats • stylistic choices |

Learning Standards (continued)

| Curricular Competencies | Content |
|---|---------|
| <ul style="list-style-type: none"> • Respond to text in personal, creative, and critical ways • Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact • Recognize an increasing range of text structures and how they contribute to meaning <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 • Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes • Select and apply an appropriate spoken language format for an intended purpose • Use writing and design processes to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences • Express and support an opinion with credible evidence • Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message • Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context • Use acknowledgements and citations to recognize intellectual property rights • Transform ideas and information to create original texts, using new or unfamiliar genres, forms, structures, and styles • Manipulate language purposefully • Use figurative as well as literal language | |

Big Ideas – Elaborations

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
 - Oral texts include speeches, poems, plays, oral stories, and songs.
 - Written texts include novels, articles, and short stories.
 - Visual texts include posters, photographs, and other images.
 - Digital texts include electronic forms of all the above.
 - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **story:** narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers.
- **observant:** experiencing the world through the senses, body, and spirit; keeping notes (e.g., clip file on observations and ideas that inspire future works)

Curricular Competencies – Elaborations

- **text/texts:** *Text* and *texts* are generic terms referring all forms of oral, written, visual, and digital communication:
 - Oral texts include speeches, poems, plays, oral stories, and songs.
 - Written texts include novels, articles, and short stories.
 - Visual texts include posters, photographs, and other images.
 - Digital texts include electronic forms of all the above.
 - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **Access information:** including prior knowledge
- **diverse purposes:**
 - express and reflect
 - inquire and explore
 - inform and explain
 - take a stand
 - narrate
 - describe
- **variety of sources:** including print, digital, visual, artistic, and diverse cultural sources
- **relevance:** consider the extent to which material has credibility, currency, and significance for the purpose, and whether it resonates with personal experience
- **reliability:** consider point of view, bias, propaganda, and voices left out or omitted

Curricular Competencies – Elaborations

- **strategies:**
 - make predictions, ask questions, paraphrase, form images, make inferences, determine importance, identify theme, draw conclusions
 - consider titles, beginnings, climaxes, key details, extended descriptions, names, repetition, surprises, endings, and changes in direction, setting, or point of view
- **variety of contexts:** distinguish between independent and collaborative settings, formal and informal situations
- **multimodal texts:** texts that combine two or more systems, such as linguistic, visual, audio, gestural, and spatial. They can be delivered via a variety of media or technologies (e.g., music video, graphic novel, post-modern picture book, close-captioned film).
- **Synthesize:** combine ideas from two or more sources to construct a meaningful whole
- **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.
 - Students will develop a digital, print, or multimodal portfolio that demonstrates the breadth of their body of work and growth as a writer.
- **reflectively:** includes metacognitive strategies such as identifying strengths and areas of focus, setting goals, making plans for improvement, and self-assessment
- **Recognize how language constructs personal, social, and cultural identity:** Writing can be a reflective and reflexive process that increases self-awareness.
- **Evaluate 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 others' work with constructive feedback, open-mindedness, and sensitivity to others' feelings and 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.
- **Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact:** Writers consciously make changes and revisions.
- **audience:** Students expand their understanding of the range of audiences to include children, peers, professionals, and technical, academic, and business audiences, and expand and refine evidence-based writing for academic and related audiences.
- **acknowledgements and citations:** citing sources in appropriate ways (e.g., bibliography, works cited, parenthetical documentation) to understand and avoid plagiarism
- **Manipulate language:**
 - apply conventional or unconventional uses of language to convey an intended meaning
 - play with syntax
 - apply a range of rhetorical devices
- **figurative:** metaphor, simile, personification

Content – Elaborations

- **various voices, styles, and perspectives:**
 - point of view
 - humour
 - cliché
 - formal versus informal
 - perspective (e.g., persona)
 - voice
- **authentic audiences:** local or global community
- **real-world purposes:**
 - print or online
 - blogs, writing contests
- **narrative structures:** circular, iterative, cyclical
- **protocols:** First Peoples stories often have protocols (when and where they can be shared, who owns them, who can share them) because they are told by many people and passed down through generations. There are no recognized authors.
- **Writing forms and genres:**
 - short fiction:
 - flash-fiction
 - short stories
 - verse (songs and poetry):
 - free verse, slam, stream of consciousness, found, concrete, lyric
 - memoir:
 - place-based writing
 - relationship between place and story
 - oral tradition
 - film and print memoir
- **literary techniques, devices:**
 - choice of diction
 - rhetoric and rhetorical devices
 - syntax
 - sentence type and variety
- **formats:**
 - paragraphing
 - line breaks
 - layout