

## COMPOSITION 11 (4 credits)

### Description

Composition 11 is designed to support students as they refine, clarify, and adjust their written communication through practice and revision. Students will read and study compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students to, with increasing independence, study, create, and write original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations. They will develop confidence in their abilities as they consolidate their writing craft.

The following are possible areas of focus within Composition 11:

- narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

## BIG IDEAS

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

People understand **text** differently depending on their worldviews and perspectives.

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

Language shapes ideas and influences others.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

People are empowered by being able to communicate effectively.

Engagement with writing processes can support creativity and enhance clarity of expression.

## 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>• Read for enjoyment and to achieve personal goals</li> <li>• Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view</li> <li>• Recognize and understand the diversity within and across First Peoples' societies, as represented in texts</li> <li>• Understand the influence of <b>land/place</b> in First Peoples' and other Canadian texts</li> <li>• Access information for diverse purposes and from a variety of sources to inform writing</li> <li>• Evaluate the <b>relevance</b>, accuracy, and <b>reliability</b> of texts</li> <li>• Apply appropriate <b>strategies</b> in a variety of contexts to comprehend written, oral, visual, and <b>multimodal texts</b>, to guide inquiry, and to extend thinking</li> <li>• Recognize and understand how different <b>forms, formats, structures, and features of texts</b> enhance and shape meaning and impact</li> <li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• A variety of text <b>forms</b> and <b>genres</b></li> </ul> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• <b>form, function, and genre of texts</b></li> <li>• <b>narrative structures found in First Peoples' texts</b> <ul style="list-style-type: none"> <li>– <b>protocols related to the ownership of First Peoples' oral texts</b></li> </ul> </li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• language features</li> <li>• <b>elements of style</b></li> <li>• <b>usage and conventions</b></li> <li>• citation techniques</li> <li>• <b>literary elements and devices</b></li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</li> <li>• Recognize and understand how language constructs personal, social, and cultural identities</li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact</li> <li>• Identify bias, contradictions, distortions, and omission</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 understandings and extend thinking</b></li> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Demonstrate <b>speaking</b> and <b>listening skills</b> in a variety of formal and informal contexts for a <b>range of purposes</b></li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a variety of purposes and <b>audiences</b></li> <li>• Express and support an opinion with evidence</li> <li>• Reflect on, assess, and <b>refine texts to improve their clarity, effectiveness, and impact</b></li> <li>• Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context</li> <li>• Use <b>acknowledgements and citations</b> to recognize intellectual property rights</li> <li>• Transform ideas and information to create original texts, using various genres, forms, structures, and styles</li> <li>• Experiment with genres, forms, or styles of creative and communicative texts</li> </ul>	