

CREATIVE WRITING 11 (4 credits)

Description

Creative Writing 11 is designed for students who are interested in using writing for self-expression and various creative purposes. 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, students will collaborate and develop their skills through writing and design processes. 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 within Creative Writing 11:

- Short fiction and poetry — suggested content includes flash-fiction (micro-fiction, drabble, non-fiction, twitterature), graffiti, sub-genres (e.g., adventure, children’s literature, comic/ graphic, fantasy, fan-fiction, historical fiction, horror, sci-fi, dystopian, suspense, thriller, tragedy, romance), drama, script writing, poetry, authenticity versus sentimentality, literary devices and techniques, various forms, the relationship between form and function
- Creative non-fiction — suggested content includes columns, features, articles, queries, captions, layout, reporting, interviews, reviews (fashion, movie), advertising, titles, bylines, sample readings
- Memoir — suggested content includes place-based writing, narrative, film memoir, sample readings

Suggested interdisciplinary links:

- writing from the perspective of historical figures (Social Studies)
- dialogue of various languages, dialects, colloquialisms (International 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.

Writers write for **authentic audiences** and **real-world purposes**.

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)
- **authentic audiences:**
 - local or global community
 - individuals or groups
- **real-world purposes:**
 - print or online
 - blogs, journalism, letters, writing contests

Curricular Competencies – Elaborations

- **text/texts:** *Text* and *texts* are generic terms referring all forms of oral, written, visual, and digital communication:
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- **Access information:** including prior knowledge
- **diverse purposes:**
 - express and reflect
 - inquire and explore
 - inform and explain
 - analyze and interpret

Curricular Competencies – Elaborations

- take a stand
- evaluate and judge
- propose a solution
- seek common ground
- compare and contrast
- synthesize
- narrate
- describe
- **variety of sources:** including print, digital, visual, artistic, and diverse cultural sources
- **evaluate its relevance, accuracy, and reliability:** consider point of view, bias, propaganda, and voices left out or omitted
- **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.
- **Recognize how language constructs personal, social, and cultural identity:** Writing can be a reflective and reflexive process that increases self-awareness.
- **Construct meaningful personal connections between self, text, and world:**
 - Writing can be a reflective and reflexive process, connecting individuals to others.
 - Character-driven text increases one’s ability to understand others and be empathetic.
- **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.
- **figurative:** metaphor, simile, personification

Content – Elaborations

- **various voices, styles, and perspectives:**
 - humour
 - satire
 - archaic language
 - cliché
 - artistic versus journalistic
 - formal versus informal
 - persona
 - voice
 - point of view
- **authentic audiences:**
 - local or global community
 - individuals or groups
- **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 and poetry:
 - flash-fiction (micro-fiction, non-fiction, twitterature)
 - poetic forms (free verse, slam, stream of consciousness, lyric)
 - graffiti
 - sub-genres (adventure, children’s literature, comic/ graphic, fantasy, fan-fiction, historical fiction, horror, sci-fi, dystopian, suspense, thriller, tragedy, romance)
 - creative non-fiction (clip file, query, editorial/editor, columns, features, articles, masthead, caption, layout, reporting, interviews, reviews, advertising, titles, bylines)
 - memoir:
 - place-based writing
 - relationship between place and story
 - oral tradition
 - film and print memoir

Content – Elaborations

- essay style (narrative, descriptive, expository)
- interviews and research
- professional writing and editing (advertising, artwork, slogans, graphics)
 - publishing process, industry, and history
- **literary techniques, devices:**
 - choice of diction
 - rhetoric and rhetorical devices
 - syntax
 - sentence type and variety
- **formats:**
 - paragraphing
 - line breaks
 - layout

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