

CREATIVE WRITING 11 (4 credits)

Description

Creative Writing 11 is designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. The course provides students with in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and strengthen 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 reflect on, adjust, and extend their writing skills.

The following are possible areas of focus within Composition 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

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 and persevere.

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 understand the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view • Recognize and understand the diversity within and across First Peoples' societies as represented in texts • Understand the influence of land/place in First Peoples' and other Canadian texts • Access information for diverse purposes and from a variety of sources to inform writing • Recognize and understand how different forms, formats, 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 understand how language constructs personal, social, and cultural identities • Construct meaningful personal connections between self, text, and world | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • A variety of text forms and genres <p>Text features and structures</p> <ul style="list-style-type: none"> • form, function, and genre of texts • elements of visual/graphic texts • narrative structures found in First Peoples' texts <ul style="list-style-type: none"> – protocols related to the ownership of First Peoples' oral texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • elements of style • exploration of voice • usage and conventions • literary elements and devices • literal and inferential meaning |

Learning Standards (continued)

| Curricular Competencies | Content |
|--|---------|
| <ul style="list-style-type: none"> • Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact • Recognize an increasing range of text structures and understand how they contribute to meaning • Identify bias, contradictions, distortions, and omissions <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 understandings and extend thinking • Respond to text in personal, creative, and critical ways • Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes • 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 • Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact • 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 various genres, forms, structures, and styles • Manipulate language purposefully | |

Big Ideas – Elaborations

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, or 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 of 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.

Curricular Competencies – Elaborations

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 - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)
- **land/place:** refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity
- **forms:** within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms include narrative, journal, procedural, expository, explanatory, news article, e-mail, blog, advertisements, poetry, novel, and letter
- **formats:** refers to the consideration of format choices including layout, sequencing, spacing, topography, colour
- **structures:** refers to the way the author organizes text
- **features of texts:** elements of the text are not considered the main body. These may include typography (boldface, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, sidebars/textboxes
- **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking:** using active listening skills and receptive body language, paraphrasing and building on others' ideas; disagreeing respectfully, extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments), collaborating in large and small groups
- **speaking:** strategies may include conscious use of emotion, volume, pace, pause, inflection, and emphasis

Curricular Competencies – Elaborations

- **listening skills:** strategies may include receptive body language, eye contact, paraphrasing and building on others' ideas, and disagreeing respectfully
- **range of purposes:** may include to understand, to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to provoke, to problem solve, and to entertain
- **writing and design processes:** there are various writing and/or design processes depending on context and these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing, selecting appropriate format and layout
- **audiences:** students expand their understanding of the range of real world audiences: this can include children, peers, community members, professionals, and local and globally connected digital conversations
- **refine texts to improve their clarity, effectiveness, and impact:**
 - creatively and critically manipulate language for a desired effect; consciously and purposefully make intentional, stylistic choices, e.g., use of sentence fragments or inverted syntax for emphasis or impact
 - use techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, maintaining parallelism, adding modifiers, varying sentence types
- **acknowledgements and citations:** includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples' oral texts and other knowledge

Content – Elaborations

- **forms:** within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms include narrative, journal, procedural, expository, explanatory, news article, e-mail, blog, advertisements, poetry, novel, and letter
- **genres:** literary or thematic categories (e.g., adventure, fable, fairy tale, fantasy, folklore, historical, horror, legend, mystery, mythology, picture book, science fiction, biography, essay, journalism, manual, memoir, personal narrative, speech)
- **Text features:** elements of the text are not considered the main body. These may include typography (bold, italics, underlined font), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes
- **structures:** how text is organized
- **function:** the intended purpose of a text
- **narrative structures found in first Peoples' texts:** e.g., circular, iterative, cyclical
- **protocols related to ownership of First Peoples' oral texts:** First Peoples' stories often have protocols (when and where they can be shared, who owns them, who can share them)

Content – Elaborations

- **reading strategies:** there are many strategies that readers use when making sense of text; students consider what strategies they need to use to “unpack” text; they employ strategies with increasing independence depending on the purpose, text, and context; strategies include but may not be limited to predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting
- **oral language strategies:** includes speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing
- **metacognitive strategies:** thinking about one’s own thinking; reflecting on one’s processes and determining strengths and challenges; students employ metacognitive strategies to gain increasing independence in learning
- **writing processes:** there are various writing processes depending on context; these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing. There are many writing structures and processes; writers often have very personalized processes when writing; writing is an iterative process
- **elements of style:** stylistic choices that make a specific writer distinguishable from others; can include diction, vocabulary, sentence structure, tone
- **voice:**
 - point of view
 - humour, irony, satire, wit
 - perspective (e.g., persona)
- **usage:** avoiding common usage errors (e.g., double negatives, mixed metaphors, malapropisms, and word misuse)
- **conventions:** common practices standard punctuation use, in capitalization, in quoting and in Canadian spelling
- **literary elements and devices:** texts use various literary devices, including figurative language, according to purpose and audience