

CREATIVE WRITING 12 (4 credits)

Description

Creative Writing 12 is designed for students who are interested in creating a body of work reflective of a sophisticated breadth and depth of skill. The course provides students with opportunities to specialize and publish in real-world contexts. Students engage in 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, celebrating successes. Students will refine their ability to write in complex, controlled styles with effectiveness and impact.

The following are possible areas of focus within Creative Writing 12:

- Fiction and poetry — suggested content includes flash-fiction, 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 • Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view • 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 • Use information for diverse purposes and from a variety of sources to inform writing • Evaluate the relevance, accuracy, and reliability of texts • Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages • Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts • Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts 	<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"> • Understand and appreciate how language constructs personal, social, and cultural identities • Construct meaningful personal connections between self, text, and world • Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact <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 transform thinking • Respond to text in personal, creative, and critical ways • Select and apply appropriate 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 texts for a variety of purposes and audiences • Express and support an opinion with evidence • 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 • Use figurative as well as literal language • Use the writers' practices to exemplify skills characteristic of writers 	