

## **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 <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>• Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view</li> <li>• 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>• Use information for diverse purposes and from a variety of sources to inform writing</li> <li>• Evaluate the relevance, accuracy, and reliability of texts</li> <li>• Understand and appreciate how <b>different forms, formats, structures, and features of texts</b> reflect a variety of purposes, audiences, and messages</li> <li>• Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts</li> <li>• Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in 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>• form, <b>function</b>, and <b>genre</b> of texts</li> <li>• elements of visual/graphic texts</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>• <b>elements of style</b></li> <li>• exploration of <b>voice</b></li> <li>• <b>usage</b> and <b>conventions</b></li> <li>• <b>literary elements and devices</b></li> <li>• literal and inferential meaning</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Understand and appreciate 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> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and transform thinking</li> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes</li> <li>• Select and apply an appropriate spoken language format for an intended purpose</li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a <b>variety of purposes and audiences</b></li> <li>• Express and support an opinion with evidence</li> <li>• Assess and refine texts to improve their clarity, effectiveness, and impact</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>• Manipulate language purposefully</li> <li>• Use figurative as well as literal language</li> <li>• Use the writers' practices to exemplify skills characteristic of writers</li> </ul>	

**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.

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- **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
- **different forms, formats, 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
- **writing and design processes:** there are various writing and/or design processes depending on context, and may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising, editing, selecting appropriate format and layout
- **variety of purposes and audiences:** Writers write for authentic purposes and real-world audiences, based on their strengths and passions
- **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)
- **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