

## **COMPOSITION 11 (4 credits)**

### **Description**

Composition 11 is designed for students who have an interest in refining their skills in written communication in a variety of contexts as they continue to explore, extend, and improve their writing. The course provides opportunities for students individually and collaboratively to study, create, and write original, authentic pieces for diverse purposes and in diverse forms. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations. The course provides opportunities for diverse learners to be supported in developing and refining their writing abilities.

The following are possible areas of focus within Composition 11:

- narrative, expository, descriptive, persuasive, and opinion pieces, with attention to areas such as thesis development, structure, transitions, hooks and leads, persuasion, argumentation, and the study of a wide range of sample works
- planning, drafting, and editing processes
- writing for specific professional audiences and specific academic disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

### **Suggested interdisciplinary links:**

- publishing process and industry (Applied Design, Skills, and Technologies)
- writing within a specific field or profession (Social Studies, Science, Math)
- researching and writing within a specific academic discipline (Science, Social Studies)
- 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.

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.

## 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 appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li> <li>• Recognize the diversity within and across First Peoples societies represented in texts</li> <li>• Recognize the influence of place in First Peoples and Canadian texts</li> <li>• <b>Access information for diverse purposes</b> and from a <b>variety of sources</b> and <b>evaluate its relevance, accuracy, and reliability</b></li> <li>• Apply appropriate <b>strategies</b> in a <b>variety of contexts</b> to comprehend written, oral, visual, and <b>multimodal texts</b>; guide inquiry; and extend thinking</li> <li>• <b>Synthesize</b> ideas from a variety of texts/sources</li> <li>• Recognize and appreciate how <b>different forms, structures, and features of texts</b> reflect a variety of purposes, audiences, and messages</li> <li>• Think critically, creatively, and <b>reflectively</b> to explore ideas within, between, and beyond texts</li> <li>• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in <b>texts</b></li> <li>• <b>Recognize how language constructs personal, social, and cultural identity</b></li> <li>• <b>Construct meaningful personal connections between self, text, and world</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• features and structures of First Peoples text: <ul style="list-style-type: none"> <li>– <b>narrative structures</b> found in First Peoples texts</li> <li>– issues related to the ownership of First Peoples texts, and <b>protocols</b> for their use</li> <li>– the legal status of <b>First Peoples oral tradition</b> in Canada</li> </ul> </li> </ul> <p><b>Writer's craft</b></p> <ul style="list-style-type: none"> <li>• characteristics of writers</li> <li>• <b>voices, styles, and perspectives</b></li> <li>• writing as a process</li> <li>• <b>authentic audiences</b> and <b>real-world purposes</b></li> </ul> <p><b>Writing genres</b></p> <ul style="list-style-type: none"> <li>• forms of written communication</li> <li>• relationship between form and function</li> <li>• different purposes</li> <li>• <b>formats</b></li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Respond to <b>text</b> in personal, creative, and critical ways</li> <li>• Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact</li> <li>• Recognize an increasing range of <b>text</b> structures and how they contribute to meaning</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 understanding and extend thinking</b></li> <li>• Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes</li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences</li> <li>• Express and support an opinion with credible evidence</li> <li>• <b>Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact</b> according to purpose, <b>audience</b>, and message</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 new or unfamiliar genres, forms, structures, and styles</li> <li>• Use the writer’s craft and demonstrate skills characteristic of writers</li> </ul>	<p><b>Writing style</b></p> <ul style="list-style-type: none"> <li>• <b>literary techniques and devices</b></li> <li>• stylistic choices</li> <li>• techniques of specific genres</li> </ul>