

## CREATIVE WRITING 10 (2 credits)

### Description

Creative Writing 10 is designed for students who have an interest in creative expression through language. The course provides students opportunities to build their writing skills through the exploration of identity, memory, and story in a range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the sampling of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, and practise their writing.

The following are possible areas of focus within Creative Writing 10:

- contemporary creative forms such as slam poetry, oratory, rap, drama, song, graphic novels
- creative non-fiction, historical fiction
- poetry, song lyrics
- multimodal creative forms that combine visual, written, and oral texts

## 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.

## 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><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <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 as represented in texts</li> <li>Access information for diverse purposes and from a variety of sources to inform writing</li> <li>Apply appropriate <b>strategies</b> to comprehend written, oral, visual, and <b>multimodal texts</b></li> <li>Recognize and appreciate how different <b>forms, formats, structures, and features of texts</b> enhance and shape meaning and impact</li> <li>Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>Explore how language constructs personal and cultural identities</li> <li>Construct meaningful personal connections between self, text, and world</li> <li>Identify bias, contradictions, and distortions</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 <b>build shared understanding and extend thinking</b></li> <li>Respond to text in personal, creative, and critical ways</li> <li>Assess and <b>refine texts to improve clarity and impact</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text forms and text genres</b></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li><b>narrative structures found in First Peoples texts</b></li> <li><b>protocols related to ownership of First Peoples oral texts</b></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>language features</li> <li><b>elements of style</b></li> <li>exploration of <b>voice</b></li> <li><b>usage and conventions</b></li> <li><b>literary elements and devices</b></li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for a <b>range of purposes</b></li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a variety of purposes and <b>audiences</b></li> <li>• Express and support an opinion with evidence</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.</li> </ul>	

**Big Ideas – Elaborations**

- **text:** “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

- **strategies:** Strategies used will depend on purpose and context. These may include making predictions, asking questions, paraphrasing, forming images, making inferences, determining importance, identifying themes, and drawing conclusions.
- **multimodal texts:** texts that combine two or more systems, such as linguistic, visual, audio, gestural, and spatial, and that can be delivered via a variety of media or technologies (e.g., music video, graphic novel, postmodern picture book, close-captioned film)
- **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 narratives; journals; procedural, expository, and explanatory documents; news articles; e-mails; blogs; advertisements; poetry; novels; and letters.
- **formats:** refers to the consideration of format choices including layout, sequencing, spacing, topography, and colour
- **structures:** refers to the way the author organizes text (e.g., cause/effect, compare/contrast, order of importance, chronological sequence, problem/solution, circular or cyclical)
- **features of texts:** elements of the text that are not considered the main body, including:
  - navigational aids (e.g., table of contents, index, glossary, bibliography, hyperlinks, titles, headings and subheadings, prologue and epilogue, preface or foreword, captions, footnotes and endnotes)
  - illustrations (e.g., inlays, sidebars, photographs, graphs, charts, timelines, maps)
- **build shared understanding and extend thinking:**
  - listening to and receptively responding to feedback
  - responding to others' work with constructive feedback
  - being open-minded to divergent viewpoints and perspectives
  - asking questions to promote discussion
  - inviting others to share their ideas
  - being willing to support personal perspectives
  - being willing to shift perspective
- **refine texts to improve clarity and impact:**
  - creatively and critically manipulating language for a desired effect
  - using 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, and varying sentence types
- **speaking and listening skills:**
  - Strategies associated with speaking skills may include the conscious use of emotion, pauses, inflection, silence, and emphasis according to context.
  - Strategies associated with listening skills may include receptive body language, eye contact, paraphrasing building on others' ideas, asking clarifying questions, and disagreeing respectfully.

Curricular Competencies – Elaborations

- **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, and selecting appropriate format and layout.
- **audiences:** Students expand their understanding of the range of real-world audiences. These can include children, peers, community members, professionals, and local and globally connected digital conversations.
- **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

- **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 that 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.
- **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 for when and where they can be shared, who owns them, and 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 our own thinking, and reflecting on our 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. Writers often have very personalized processes when writing. Writing is an iterative process.
- **elements of style:** stylistic choices that make one specific writer distinguishable from others, including diction, vocabulary, sentence structure, and 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 of standard punctuation, capitalization, quoting, and Canadian spelling
- **literary elements and devices:** Texts use various literary devices, including figurative language, according to purpose and audience.