

COMPOSITION 10 (2 credits)

Description

Composition 10 is designed to support students in their development of written communication through a critical process of questioning, exploring, and sampling. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. Students will read and study compositions by other writers and consider a variety of styles as models for the development of their writing. The course builds students' writing competencies by introducing them to varied structures, forms, and styles of compositions. Students have opportunities to individually and collaboratively study, create, and write original pieces, exploring audience and purpose. They also develop their craft through processes of drafting, reflecting, and revising.

The following are possible areas of focus within Composition 10:

- narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

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.

Engagement with writing processes can support creativity and enhance clarity of expression.

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"> Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view Recognize and appreciate the diversity within and across First Peoples societies as represented in texts Access information for diverse purposes and from a variety of sources to inform writing Explore the relevance, accuracy, and reliability of texts Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts Explore how language constructs personal and cultural identities Construct meaningful personal connections between self, text, and world Identify bias, contradictions, and distortions <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 extend thinking 	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Text features and structures</p> <ul style="list-style-type: none"> narrative structures found in First Peoples texts protocols related to 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"> language features elements of style exploration of voice usage and conventions literary elements and devices citation techniques

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Respond to text in personal, creative, and critical ways • Assess and refine texts to improve clarity and impact • 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 • 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 	