**Area of Learning: ENGLISH LANGUAGE ARTS Grade 12**

**COMPOSITION 12 (4 credits)**

**Description**

Composition 12 is designed to support students in their refinement and pursuit of mastery of written communication. Students will read and study exemplary compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students, with increasing independence and self-sufficiency, to study, create, and write original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness. They will develop their craft through processes of drafting, reflecting, and revising to build a body of publishable work that demonstrates breadth, depth, and evidence of sophisticated and specialized writing   
for a range of situations.

The following are possible areas of focus within Composition 12:

* 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

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**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:*  Comprehend and connect (reading, listening, viewing)   * 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 * Select and apply appropriate **strategies** in avariety of contexts to comprehend written, oral, visual, and **multimodal texts**, to guide inquiry, and to transform thinking * 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 * Appreciate and understand how language constructs personal, social,  and cultural identities | *Students are expected to know the following:*  Text forms and text genres  Text features and structures   * **form, function**, and **genre** of texts * **narrative structures found in First Peoples texts** * **protocols related to the ownership of First Peoples oral texts**   Strategies and processes   * multimodal writing strategies * **metacognitive strategies** * **writing processes** * **reading strategies** * **oral language strategies**   Language features, structures, and conventions   * **elements of style** * **usage** and **conventions** * citation techniques * **literary elements and devices** |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Construct meaningful personal connections between self, text, and world * Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact * Recognize an increasing range of text structures and understand how they contribute  to meaning   Create and communicate (writing, speaking, representing)   * 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 * 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 to achieve purpose * Evaluate and **refine texts to improve 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 |  |