**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

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

**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** |

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

**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 |  |

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| **ENGLISH LANGUAGE ARTS – Composition Big Ideas – Elaborations Grade 12** |
| * **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. |

| **ENGLISH LANGUAGE ARTS – Composition Curricular Competencies – Elaborations Grade 12** |
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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 * **relevance:** Consider the extent to which material has credibility, currency, and significance for the purpose, and whether it resonates with  personal experience. * **reliability:** Consider point of view, bias, propaganda, and voices left out, omitted, or misrepresented. * **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, closed-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 narrative, journal, procedural, expository, explanatory, news article, e-mail, blog, advertisements, poetry, novel, and letter. * **formats:** refers to the consideration of format choices including layout, sequencing, spacing, topography, and colour * **structures:** refers to the way the author organizes text * **features of texts:** elements of the text that are not considered the main body. These may include typography (bold, italic, underlined), font style,  guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, sidebars/textboxes. * **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. * **refine texts to improve clarity, effectiveness, and impact:**   + creatively and critically manipulating language for a desired effect   + consciously and purposefully make intentional, stylistic choices, such as using sentence fragments or inverted syntax for emphasis or impact   + 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, varying sentence types * **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 |

| **ENGLISH LANGUAGE ARTS – Composition Content – Elaborations Grade 12** |
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| * **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, italic, underlined), font style,  guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes. * **function:** the intended purpose of a text * **narrative structures found in First Peoples texts:** for example, 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. * **metacognitive strategies:**   + thinking about one’s own thinking, and 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. Writers often have very personalized processes when writing.  Writing is an iterative process. * **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 * **elements of style:** stylistic choices that make a specific writer distinguishable from others, including diction, vocabulary, sentence structure, and tone * **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. |