

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 	

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)
- **exchange ideas and viewpoints:** use active listening strategies (e.g., making eye contact, using open body language, paraphrasing for understanding, taking turns)
- **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) and narrative structures: circular, iterative, cyclical
- **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 a 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.
- **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.

Content – Elaborations

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- **oral language strategies:** includes speaking with expression, connecting with 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 in capitalization, quoting, and spelling of Canadian and First Peoples words
- **acknowledgements:** formal acknowledgements of another person's work, idea, or intellectual property
- **literary elements and devices:** Texts use various literary devices, including figurative language, according to purpose and audience.