



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Langley School District #35	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD35
Developed by: Kylie Mantei, Jill Steacy	Date Developed: April 23, 2019
School Name: Langley Fine Arts School	Principal's Name: Jon Bonnar
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Writing Major B	Grade Level of Course: Grade 11
Number of Course Credits: 4 credits	Number of Hours of Instruction: 3 hours per week/full year

Board/Authority Prerequisite(s):

English 10 and by permission of the teacher

Special Training, Facilities or Equipment Required:

Teacher must be certified with a BA or BFA in English or Creative Writing and taken Creative Writing courses taught through a workshop setting. Students must have access to technology and Prime Sheet Inc. (a class website where student post their writing and interact with professional mentors).

Course Synopsis:

Writing 11 is a rich course geared towards students who are interested in story-writing, poetry, memoir, performance poetry, and the fine art of the written word. Writing 11 is designed for students interested in using writing for self-expression, exploration, and inspiration. Each day, students will be given the opportunity to improve their personal craft through the exploration of personal identities and stories, memories, inspirational texts and craft exercises and real-world learning possibilities. Students are invited to express, experiment, reflect, fail, refine, thrive.

In the first year of this two-year cohort, students will develop and practice memoir writing. This involves the process of taking personal moments and narratives; and expanding them into scene work that connects events through theme rather than chronological plot. Students will practice and develop their writing, reading, and revision of memoir and personal essay writing in a workshop setting. Students will look at published work in these genres to gain perspective and understanding; and participate in informed discussion around thematic “life writing”.

Goals and Rationale:

- Engage productively and respectfully with their peers
- Demonstrate the ability to produce writing that is clear and logical, while being original and imaginative
- Critically evaluate their own and others’ written work
- Read, understand, and appreciate a range of writing
- Recognize that the small moments in life can translate into meaningful writing
- Challenge what students think they know, and to confront fears
- Become a more active reader to enhance my own writing (to write, having read)
- Model a willingness to collaborate and to listen and respond to constructive criticism
- Explore key principles in a particular genre through the analysis of model texts

Aboriginal Worldviews and Perspectives:

Words have the power to create memory, reflect on history, connect with culture, and establish identity. The words we use must be purposeful, thoughtful, and clear. The writing classroom is a connected community of learners, where all people and endeavors are supported. Participating in the process of writing involves learning about one’s strengths, persevering through uncertainty, and celebrating your own artistic voice.

BIG IDEAS

Writers learn to love words

Writers develop a safe community in which to take risks

Writing is a multi-stage and reflective process

Writers are curious about the world around them and practice a sense of wonder

Writers respond to life in imaginative ways

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Exploring and Creating:</p> <ul style="list-style-type: none"> • Explore diverse methods to encourage literary creativity • Develop a sustained approach to the craft of writing • Explore strategies to use when faced with ‘writer’s block’ • Construct narratives from their own lives and creative processes • Develop writing skills in the genre of their choice in an open-workshop setting • Respond to writing that challenges personal thinking or perspective • Explore poetic forms and structures • Identify and commit to stylistic choices in personal writing • Explore how perspective and point of view can alter meaning • Identify original, vivid writing and avoid clichés, double negatives, and mixed metaphors • Explore abstract ideas and ground them within concrete language • Explore narrative structures specific to First Peoples oral texts <p>Reasoning and Reflecting:</p> <ul style="list-style-type: none"> • Analyze their own personal writing process in terms of strengths and challenges • Determine internal processes (state of mind) that promote effective writing (where and how) • Consider strategies needed to “unpack” text • Analyze and support claims about author’s intentions and writing style 	<p><i>Students are expected to know the following:</i></p> <p>Reading Strategies: predicting, visualizing, making connections, summarizing, identifying big ideas, reflecting</p> <p>Craft and Style: word choice, dialect, figurative language, imagery/sensory detail, plot, mood, motif, theme</p> <p>Poetic Structures: free verse, black-out, found, glosa, anaphora, chance, haibun, haiku, ode</p> <p>Genres: mythology, picture book, memoir, personal narrative, autobiography, speech</p> <p>Text Features: font, typography: bold, italic, underlined, Conventions: common practices of punctuation, capitalization, spelling</p> <p>Speaking and Presenting Skills: use of emotion, volume, pacing, pause, inflection and emphasis</p> <p>Texts: poems, oral stories, digital texts, dramatic presentations</p>

- Edit the work of self and others in terms of ideas and content; organization; voice; word choice; sentence/line fluency; conventions
- Advocate for the personal choices made in writing
- Utilize a correct vocabulary when analyzing and interpreting works of literature
- Recognize innovative and imaginative uses of language
- Compare and evaluate the impact of language conventions used in a variety of texts and genres

Communicating and Documenting:

- Refine listening skills critical for learning and communicating
- Collaborate in small and large groups to support the risk taking of peers
- Examine the skills and ethics of creating a digital portfolio
- Use active listening skills and receptive body language in the exchange of ideas
- Paraphrase and build upon others' ideas
- Identify the skills required for effective speaking and presenting
- Respectfully present the work of others, demonstrating understanding and empathy
- Select own work for the purpose of publishing (print) or presenting (spoken)
- Compile a collection of personal work in terms of order and flow (narrative, dramatic, chronological, thematic, visual)
- Critically manipulate language and stylistic features to sustain a personal voice and point of view
- Explain how meaning changes when texts are transformed into a different genre or medium
- Respectfully critique the work of peers based upon a set criteria

Connecting and Expanding:

- Study current and emerging publishing trends on the Web
- Analyze published creative work in terms of craft and style (i.e. word choice, dialect, figurative language, etc.)
- Collect mentor texts from favourite authors
- Identify paths to share and publish a personal compilation

Recommended Instructional Components:

- Modelling the practice of sustained writing
- Discussions on the craft and style of mentor texts. Discussions should extend the students' thinking and broaden the options for exploration.
- Writing workshops: small group; one-on-one; teacher-student
- Direct teaching of annotation strategies
- Direct teaching of conventions to improve and enhance meaning
- Prompt writes to explore voice, style, structure
- Personal analysis of published works. Analysis may be used as personal preparation for large group discussions and debates.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Writing is a process. Assessment will not just be of the final product, but of the willingness of students to engage in the process of generating ideas, free-writing, note making, drafting, revising, and editing. Feedback will be provided at each stage of the process, through peer and teacher review as well as through self-reflection. All of these should guide future decisions.

Feedback is also a process. From the teacher or peers, it should enhance and develop the student's writing. It should be sincere and focus on clear ways to move the writing forward (both in terms of meaning, style, form and conventions). Peers must recognize their responsibility to build a safe environment for risk taking and avoid quick judgements or uncooperative language. Writers are allowed and expected to critique feedback, thoughtfully accepting, adapting or rejecting it.

Since writing is a process, students have the opportunity to continue to develop a piece, as long as the work is progressing. The decision as to when a piece of writing is finished and ready for publication or presentation will be made by the teacher and the student.

The digital portfolio is a self-selected collection of the student's work. It should be assessed as a demonstration of growth as well as an example of the student's ability to:

- provide a full profile of their learning in an appropriate way
- critically examine their own writing against the set criteria
- celebrate their examples of strong writing