



## Board/Authority Authorized Course Framework

<b>School District/Independent School Authority Name:</b> Langley School District #35	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD35
<b>Developed by:</b> Kylie Mantei, Jill Steacy	<b>Date Developed:</b> April 23, 2019
<b>School Name:</b> Langley Fine Arts School	<b>Principal's Name:</b> Jon Bonnar
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Writing Major B	<b>Grade Level of Course:</b> Grade 12
<b>Number of Course Credits:</b> 4 credits	<b>Number of Hours of Instruction:</b> 3 hours per week/full year

**Board/Authority Prerequisite(s):**

English 11, Writing 11 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:**

In Writing 12 students explore ways to begin and develop a sustained and reflective writing practice that includes revision and editing. Through writing practice, students will explore essential aspects of the creative writer's craft, as well as examine writing approaches, styles and techniques through literary selections.

In the second year of this two-year cohort, students will continue writing imaginatively and creatively, while shifting to also practice and develop journalistic and professional writing. Students will research and create articles for a variety of purposes. They will study interview skills and biographical writing; and develop storytelling through these vehicles. Students will look at published work in cultural journals, literary journals, magazines, newspapers, and podcasts, study the type of writing found in each of these mediums, and create their own refined articles. Students will also have the opportunity to learn about various methods of publication and the "working life" of a writer, participating in how to put on an event or "showcase" of their work, and working towards publication of their refined writing.

**Goals and Rationale:**

- Devise ways of addressing creative problems through writing
- Consider the interplay of imaginative, interpretive and persuasive elements
- Recognize the difference between writing for print, and writing for presentation
- Advocate for personal choices made in the writing process
- Push the boundaries of what is comfortable and challenge oneself to extend writing ability
- Seek feedback as a way to improve skills
- Identify abilities in, and inclinations toward, a certain genre
- Become proficient wordsmiths with highly developed critical and observational skills
- Demonstrate an awareness of how to frame a research or creative problem and devise ways of addressing it in the context of creative writing

**Aboriginal Worldviews and Perspectives:**

Engagement in the writing process helps students develop a sense of themselves, their world and their place within it. Through the creation of their own texts, students reflect on the choices they make. The choices in language, how they represent ideas in particular ways, and how they edit those ideas.

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.

Active participation in the creative process establishes self-awareness and identity as we learn about our strengths, persevere through uncertainty, and celebrate our own artistic voice.

**BIG IDEAS**

Writers can interpret **and** create the world around them

Writing is a multi-stage and reflective process

Writers learn to love words

Writers respond to life in interpretive and analytical ways

Writing is a way to challenge perspectives, values, and attitudes

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Exploring and Creating:</b></p> <ul style="list-style-type: none"> <li>• Determine external processes (audience and purpose) that promote effective writing</li> <li>• Write with creative structures and constraints</li> <li>• Avoid word misuse and malapropisms</li> <li>• Select the appropriate form based upon the intent/purpose of the piece</li> <li>• Use mentor texts to rework existing writing</li> <li>• Develop writing skills in multiple genres in an open-workshop setting</li> <li>• Explore relationships between content and structure, voice and perspective and the text and its context.</li> </ul> <p><b>Reasoning and Reflecting:</b></p> <ul style="list-style-type: none"> <li>• Employ strategies with increasing independence to “unpack” text</li> <li>• Analyze their own personal writing process in terms of creating connections with the reader or audience</li> <li>• Revise and edit for the purpose of publication</li> <li>• Edit the work of self and others in terms of ideas and content; organization; voice; word choice; sentence/line fluency; conventions</li> <li>• Compare and contrast feature and purposes of different texts</li> <li>• Advocate for the personal choices made in writing</li> <li>• Identify how visual elements combine with spoken and written elements to create meaning</li> <li>• Question the assumptions and values in texts</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Reading Strategies:</b> inferring, questioning, paraphrasing, using context cues, using text features, synthesizing</p> <p><b>Craft and Style:</b> diction, vocabulary, sound devices, figurative language, imagery/sensory detail, format, tone, theme, author’s purpose, experimental elements</p> <p><b>Poetic Structures:</b> tanka, ghazal, pantoum, triolet, cento, villanelle, palindrome, renga</p> <p><b>Genres:</b> biography, essay, cultural journal, literary essay, interviews, articles</p> <p><b>Text Features:</b> guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, sidebars</p> <p><b>Conventions:</b> common practices of punctuation, capitalization, spelling, quoting</p> <p><b>Range of Purposes:</b> to inquire, explore, interpret, explain, take a position, evaluate, problem solve, entertain</p>

- Consider how conventions may assist interpretation and how they may be challenged

**Communicating and Documenting:**

- Curate an engaging online presence
- Make conscious choices in how to present work
- Refine the process of selecting own work for the purpose of publishing (print) or presenting (spoken)
- Compare personal selection of work to First Peoples protocols
- Compile a collection of personal work to enhance overall meaning
- Respectfully exchange ideas and viewpoints going beyond the set criteria
- Disagree respectfully and allow debate to extend thinking
- Cite sources in appropriate ways to understand and avoid plagiarism
- Analyze and evaluate how different attitudes and perspectives underpin texts
- Identify how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received

**Connecting and Expanding:**

- Navigate the business, marketing and professional skills of publishing (traditional and non-traditional literary markets; CVs; interview skills; professional standards)
- Identify the components of presenting an evening of polished work (i.e. program order, advertising, space and sound demands)
- Research and understand the modes and methods of publication (cultural journals, literary journals, magazines, newspapers, podcasts, web sites)
- Identify the careers related to writing (publisher, editor, agent, journalist)
- Identify paths to share and publish a body of work

**Speaking and Presenting Skills:** use of expression, ways to connect with listeners

**Texts:** speeches, plays, articles, digital texts, web pages, advertisements

Recommended Instructional Components:

- Modelling the practice of sustained writing
- Writing workshops: small group; one-on-one; teacher-student
- Direct teaching of annotation strategies
- Direct teaching on how to use standard and creative conventions to improve and enhance meaning
- Debate and discuss to develop and test personal interpretations
- Prompt writes to explore method and purpose (persuade, express, inform)

- 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
- use strategies to gain an increasing independence in their learning and writing