

## ENGLISH LANGUAGE ARTS

<b>ENGLISH 9</b>	<b>MEN--09</b>	
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Students will connect with our community of storytellers and thinkers while learning about themselves, each other, and the world we inhabit. In these courses, we hope students learn to share their stories and ideas in a variety of ways; as well, that they acquire a continuing appreciation for the stories and ideas of others. Students learn how and why stories and thoughts are organized and shared while developing a greater proficiency with the five skills of language arts: reading, writing, listening, speaking, and viewing. English 9 will also focus on: language change, usage, rhetorical devices, and the use of connotation and denotation. Students will also demonstrate an ability to express an opinion and support it with credible evidence.

**ENGLISH 10** – CHOOSE from one of the following two options:

- Literary Studies 10 & Composition 10 **OR**
- Literary Studies & Creative Writing 10

<b>Literary Studies 10</b> <b>Composition 10</b>	<b>MLTS10</b> <b>MCMP10</b>	
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### **Literary Studies 10**

Designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

- increase their literacy skills through close reading of appropriately challenging texts enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop balance and broaden their understanding of themselves and the world
- develop higher-level thinking and learning skills

The following are possible areas of focus within Literary Studies 10:

- genre-specific studies — poetry, short stories, novels, drama, graphic novels, children’s literature
- Canadian literature
- First Peoples’ texts
- thematic studies
- specific author studies

### **Composition 10**

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.

<b>Literary Studies 10</b> <b>Creative Writing 10</b>	<b>MLTS10</b> <b>MCTWR10</b>	
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### **Creative Writing 10**

Designed for students who have an interest in creative expression through language. The course provides students opportunities to build their writing skills through the exploration of identity, memory, and story in a range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the sampling of writing processes, inviting students to express themselves creatively as they experiment with, reflect on and practice their writing.

The following are possible areas of focus within Creative Writing 10:

- contemporary creative forms such as slam poetry, oratory, rap, drama, song, graphic novels
- creative non-fiction, historical fiction
- poetry, song lyrics
- multimodal creative forms that combine visual, written, and oral texts

## ENGLISH 11

Effective the 2023/24 school year, all students working toward a B.C. Certificate of Graduation (“Dogwood Diploma”), in English or French, must successfully complete at least 4 credits in Indigenous-focused coursework. This requirement applies to students in B.C. public, independent, First Nations, and offshore schools. At Windsor, students complete this requirement by taking one of the following classes:

- English First Peoples Literary Studies & Spoken Language 11      **OR**
- English First Peoples Literary Studies & Writing 11

<b>English First Peoples Literary Studies &amp; Spoken Language 11</b>	<b>MELSL11</b>	
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English First Peoples 11 Literary Studies and Spoken Language is the study of First Peoples literature and oral tradition. While the course will focus on oral self-expression and communication in a variety of contexts, students will use writing processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences. Within a supportive community, students will work individually and collaboratively to explore oral and written literature and create powerful, purposeful oral and written compositions. Students will think critically and creatively as they continue to explore, extend, and strengthen their own repertoire of expression. As we collectively honour the First Peoples Principles of Learning, students will be asked to engage meaningfully with their identity, communities, and connection to place. There will be regular opportunities for discussion, collaboration, and self-reflection. Due to the nature of English Language Arts courses, students will encounter texts that address the full spectrum of lived experiences. As well as assertion of joy, humour, and resilience, this course will address emotionally challenging topics. Topics explored will include diverse views on gender roles, racism, misogyny, discrimination, power, societal structure, sexuality, sexual orientation, and gender identity as these are all aspects of our lived realities.

<b>English First Peoples Literary Studies &amp; Writing 11</b>	<b>MEFLS11</b>	
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English First Peoples 11 Literary Studies and Writing is the study of First Peoples literature and oral tradition. While there will be a focus on written self-expression, students will use speaking and discussion strategies to engage in meaningful conversations and share engaging ideas for a variety of purposes and audiences. There will be regular opportunities for discussion, collaboration, and self-reflection. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful oral and written compositions. As we collectively honour the First Peoples Principles of Learning, students will be asked to engage meaningfully with their identity, communities, and connection to place. Students will use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences. Due to the nature of English Language Arts courses, students will encounter texts that address the full spectrum of lived experiences. As well as assertion of joy, humour, and resilience, this course will address emotionally challenging topics. Topics explored will include diverse views on gender roles, racism, misogyny, discrimination, power, societal structure, sexuality, sexual orientation, and gender identity as these are all aspects of our lived realities.

<b>ENGLISH STUDIES 12</b>	<b>MENST12</b>	
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The required English Studies 12 course builds on and extends students’ previous learning experiences in English Language Arts. It is designed for all students and provides them with opportunities to:

- refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals
- think critically and creatively about the uses of language
- explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that shape identity
- appreciate the importance of self-representation through text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understanding of what it means to be educated Canadian and global citizens