English 11 – Creative Writing Course Outline
Chemainus Secondary School
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'Uy̓ skweyul. Good day. I acknowledge that this land on which we live, work, and play is the traditional territory of the Coast Salish peoples, specifically the lands of the Stz'uminus, Penelakut, Halalt, and Lyackson Nations. We respect the longstanding relationships that Indigenous Nations have to this land.

This course is designed to grow your language arts skills of listening, speaking, reading, writing, viewing, and representing with a main focus on writing. Communication, thinking, personal and social skills will be developed as we explore this course's six 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.
Creative writers take risks and persevere.	Creative writers are observant of the world.	Writers write for authentic audiences and real-world purposes.

Areas of Study:	You will have opportunities to work individually and collaboratively to read, create, and respond to texts to:
• Language skills • Short stories • Essays • Poetry • Novels	• Identify First Peoples' narrative structures and protocols • Create connections between ideas • Evaluate evidence and cite sources • Analyze literary elements and devices • Explain perspectives • Apply reading, writing, speaking and design strategies • Revise for grammar and punctuation

Reading for pleasure – both at school and at home – has been linked to improved academic performance. To encourage you to read, time will be given for independent reading on a daily basis. Please ensure that you bring a novel from home or the library so you can use this time appropriately.

I am always glad to provide you with extra help. Simply ask or email me and we can arrange a meeting time that works for you, either before or after school. For your convenience, copies of readings, assignments, and resources are available on our class website: http://graemearkell.weebly.com/

Equipment:	Responsibilities:	Assessment:
• Binder with dividers • Lined paper • Novel • Blue or black pens • Pencil crayons and markers • Pencils and erasers • Scissors • Ruler • Glue	• Attend class regularly • Arrive on time • Submit assignments on time • Turn off your cell phone • Academic honesty • Ask for help when needed • Treat everyone respectfully • Raise your hand to speak • Take care of school property	• Quizzes are worth ten marks. There will be eight quizzes for a total of 80 possible marks. • Projects are worth sixteen marks. There will be eight projects for a total of 128 possible marks.

As you progress through this course, your growth in achieving the curricular competencies (related to connections, evidence, elements and devices, perspectives, writing and design, grammar and punctuation) will be tracked using the proficiency scale rubric seen below. For each project you complete, four learning standards will be assessed a proficiency level (of emerging, developing, proficient, or extending) and written feedback will be provided to guide you towards improvement. Your performance of each curricular competency shall be assessed multiple times, giving you the opportunity to strive for continuous improvement.

	Emerging / Developing	Proficient	Extending
Connections		Creates connections between ideas with a broad and clear understanding.	
Evidence		Evaluates evidence to select a wide range of relevant supporting material.	
Elements & Devices		Analyzes literary elements and devices with accurate and detailed reasoning.	
Perspectives		Explains perspectives with a logical and justified interpretation.	
Writing & Design		Applies writing and design strategies to organize a progression of ideas.	
Grammar & Punctuation		Revises for grammar and punctuation in a thorough and mostly accurate way.	