

LITERARY STUDIES 11 (4 credits)

Description

Literary Studies 11 allows students to delve deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) 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
- further develop higher-level thinking and learning skills

The following are possible areas of focus in Literary Studies 11:

- canonical literature by era (Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century)
- genre-specific studies (poetry, short stories, novels, drama, graphic novels, children's literature)
- world literature
- diasporic literature
- feminist literature
- Canadian literature
- First Peoples texts
- specific author studies
- specific topic, theme, or inquiry
- literature by era (Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century)

BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

People understand **text** differently depending on their worldviews and perspectives.

Texts are socially, culturally, geographically, and historically constructed.

Language shapes ideas and influences others.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	Content
<i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i> Comprehend and connect (reading, listening, viewing) • Read for enjoyment and to achieve personal goals • Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Recognize and understand the diversity within and across First Peoples societies as represented in texts • Understand the influence of land/place in First Peoples and other Canadian texts • Access information for diverse purposes and from a variety of sources • Evaluate the relevance, accuracy, and reliability of texts • Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking • Recognize and understand 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 • Recognize and understand personal, social, and cultural contexts, values, and perspectives in texts, including culture, gender, sexual orientation, and socio-economic factors • Recognize and understand how language constructs personal, social, and cultural identities	<i>Students are expected to know the following:</i> Text forms and genres Text features and structures • form, function, and genre of texts • elements of visual/graphic texts • narrative structures found in First Peoples texts • protocols related to the ownership of First Peoples oral texts Strategies and processes • reading strategies • oral language strategies • metacognitive strategies • writing processes • design processes Language features, structures, and conventions • elements of style • usage and conventions • citation techniques • literary elements and devices • literal meaning and inferential meaning

Learning Standards (continued)

Curricular Competencies	Content
• Construct meaningful personal connections between self, text, and world • Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact • Discern nuances in the meanings of words, considering social, political, historical, and literary contexts • Identify bias, contradictions, distortions, and omissions Create and communicate (writing, speaking, representing) • Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking • Respond to text in personal, creative, and critical ways • 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 • Reflect on, assess, and refine texts to improve clarity, effectiveness, and impact • 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, using various genres, forms, structures, and styles	