

LITERARY AND ARTISTIC STUDIES + COMPOSITION 11 (4 credits)

In Literary and Artistic Studies + Composition 11 (4 credits), students will discover a variety of texts and works from different eras, cultures, styles, and genres. In this course, writing is seen as a key component to becoming engaged and informed citizens.

In this course, students will develop their ability to analyze, interpret, and evaluate in order to appreciate the formal and aesthetic qualities of a work. By studying a range of authors and artists, students will acquire a general culture that will contribute to the development of their Francophone identity. In addition, the course will broaden their horizons as citizens of the world.

Throughout this course, students will explore and compose a variety of texts, ranging from formal documents to creative writing and presentations. Students will read and draw inspiration from a range of works and writing styles, which will serve as a model for their own writing. They will have the opportunity to study, create, and write original works, taking into account the audience and the purpose of the text. Through the process of drafting, reflecting, and revising, students will be introduced to the act of writing as a means of expression and thought.

The following are possible focus areas in Literary and Artistic Studies + Composition 11:

Literary and Artistic Studies

- literary genres: play, novel and short story, essay, poetry and song, speech
- 19th century artistic movements: romanticism, realism, naturalism, symbolism
- art forms: sculpture, painting, drawing, music, dramatic arts (mime, theatre, dance, circus), architecture, culinary expression

Spoken Language

- the writing process: planning, drafting, self-assessment, editing, publishing
- the end product: op-ed piece, story, description, professional communication, research project, poetry, rap, song, speech, theatrical performance, multimedia presentation
- citation techniques: how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of sources
- presentation: formal or informal presentation, publication, stage performance

BIG IDEAS

Language is a tool we can use to explore ourselves, others, and the world, and to construct profound meaning.

Linguistic precision helps develop critical and creative thinking.

Understanding the form of a text makes it possible to appreciate its aesthetic and meaning.

Literary and artistic works reflect Francophone culture and history, as shaped by the perception of the author.

A text is inevitably linked to the time and space in which it was **created** and in which it is consumed.

The creative process demands self-discipline, training, and planning.

Learning Standards

Curricular Competencies	Content
<i>As authors, readers, and speakers, students are expected to do the following, using oral and written, digital and print, and textual and visual materials:</i> Exploring and Reflecting • Understand, compare, and make connections between themes and cultural references in French-language texts • Synthesize ideas conveyed in a text • Challenge a text from a personal perspective • Consider the diversity and richness of the context to analyze the message conveyed in Francophone and other texts • Recognize and understand the role of story and oral and artistic tradition in expressing First Peoples perspectives, values, and beliefs • Analyze the symbolism or aesthetic references in a text in order to better grasp the text's meaning • Analyze the effects of language, structure, technique, and style on the audience • Take into account different perspectives in formulating their thoughts • Through their writing, analyze the ties between themselves and the world at large • Evaluate the relevance and value of the information presented in multiple sources	<i>Students are expected to know and understand the following, using a variety of texts and works from a broad range of literary genres and artistic movements, with a focus on the production of formal and creative writing:</i> • text organization – the structure and genre of a text • literary elements – rhetoric – stylistic devices – narrative techniques – elements of analysis • strategies – taking a position – the writing process – writing techniques – implied versus stated – the communication model – memorization strategies

Learning Standards (continued)

Curricular Competencies	Content
Creating and Communicating • Respect the writing process in order to communicate effectively • Support arguments with appropriate evidence and references • Justify arguments while taking into account different perspectives • Choose a variety of stylistic devices to produce different types of texts that respond to a specific objective and audience • Use grammar, syntax, punctuation, and a language register suited to the communicative intention • Behave ethically when communicating • React to a question or problem statement in a creative or critical manner • Produce personal, critical, and creative texts	– citation techniques – protocols for using First Peoples stories • language elements – connotation and denotation – language registers – types of discourse – syntax and vocabulary • elements to enrich a text – colourful language – visuals

FRANÇAIS LANGUE PREMIÈRE (French Language Arts 10–12) – Literary and Artistic Studies + Composition Big Ideas – Elaborations		Grade 11
• created: narrative context and production context		

FRANÇAIS LANGUE PREMIÈRE (French Language Arts 10–12) – Literary and Artistic Studies + Composition Curricular Competencies – Elaborations		Grade 11
• diversity: ethnic, cultural, linguistic, sexual, religious, social, economic, gender identity, gender expression • value: importance of information weighing in a variety of perspectives such as: cultural, esthetic, political, historic, personal, etc.		

FRANÇAIS LANGUE PREMIÈRE (French Language Arts 10–12) – Literary and Artistic Studies + Composition Content – Elaborations		Grade 11
• variety: literary texts and works from at least two different eras, places, and genres • literary genres: play, novel and short story, essay, poetry, song, speech • artistic movements: romanticism, realism, naturalism, symbolism • structure: manner and order in which ideas are organized • elements of analysis: time frame, spatial framework, narrative techniques (focus, perspective, narrative), character, writer, and audience • writing process: planning (organizing ideas, aiming for consistency, efficiency, logic, and a clear flow of ideas), drafting, revising, writing, editing, publication • writing techniques: stylistic, lexical, grammatical, and syntactic • memorization strategies: master the content and its presentation in order to maintain visual contact with the audience; refer to a proverb, a work of art, a famous quote, a film • citation techniques: paraphrasing, citation, bibliography • protocols for using First Peoples stories: First Peoples stories are often subject to usage protocols (who they belong to, where and when they can be shared and by whom); First Peoples programs within the school board can provide assistance and advice regarding local protocols • types of discourse: narrative, descriptive, explanatory, argumentative		