LITERARY AND ARTISTIC STUDIES + NEW MEDIA 10 (4 credits)

In Literary and Artistic Studies + New Media 10 (4 credits), students will discover a variety of texts and works from different eras, cultures, styles, and genres. This course recognizes that digital literacy is an essential characteristic of the engaged and informed citizen.

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. The course will broaden their horizons as citizens of the world.

Throughout this course, students will be encouraged to reflect on how media changes our social behaviour, our understanding of the world, and our ways of communicating. Students will develop digital skills and a greater understanding of how human, cultural, and social issues relate to technology. They will also explore new possibilities for creative expression provided by digital media. Students will be able to identify ethical, law-abiding behaviours that can help them make informed decisions throughout their lives.

The following are possible focus areas in Literary and Artistic Studies + New Media 10:

Literary and Artistic Studies

- literary genres: play, novel and short story, essay, poetry and song, speech
- artistic movements of the 20th century: surrealism, symbolism, absurdism, existentialism, modernism, post-modernism
- art forms: sculpture, painting, drawing, film, music, dramatic arts (mime, theatre, dance, circus), architecture, media arts (radio, television, photography), video games, graphic novels, culinary expression

New Media

- the development process: planning, drafts, self-assessment, editing, publishing
- the end product: websites, blogs, social media, video games, e-mail, online messaging services, multimedia arts, videos
- 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

Area of Learning: FRANÇAIS LANGUE PREMIÈRE (French Language Arts 10–12) —
Literary and Artistic Studies + New Media

Grade 10

BRITISH COLUMBIA
Ministry of Education

BIG IDEAS

Reflecting and discussing a text enriches our understanding of ourselves, others, specific time periods, and the world.	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 global Francophone culture and history, as shaped by the perception of the author.	A text is necessarily linked to time and space.	**Digital citizenship** implies recognizing the impact that new media has on ourselves, others, and the world.

Learning Standards

Curricular Competencies	Content
As authors, readers, and speakers, students are expected to do the following, using oral and written, digital and print, and textual and visual materials:	*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 using a variety of multimodal, interactive, and digital texts:*
Exploring and Reflecting	• text organization
• Identify, compare, and make connections between themes and cultural references in French-language texts	– the **structure** and genre of a text
• Identify and evaluate similarities and differences between texts through comparative study	– graphic organization
• Identify and put into practice the principles of digital citizenship	– **citation techniques**
• Define the problem statement of a text	• literary elements
• Consider the **diversity** and richness of the context to grasp the message conveyed in French-language texts	– rhetoric
• Recognize and understand the role of story and oral and artistic tradition in expressing First Peoples perspectives, values, and beliefs	– stylistic devices
• Recognize the different ways in which language and images can be used in a variety of texts	– **elements of analysis**
• Explore the symbolism in a text in order to better grasp the text's meaning	– protocols for obtaining permission and use of First Peoples stories
• Analyze the effects of language, structure, technique, and style on the audience	• strategies
• Evaluate the relevance and validity of the information presented to make a decision or take a position	– taking a position
	– **writing techniques**
	– implied versus stated

Learning Standards (continued)

Curricular Competencies	Content

Creating and Communicating
 	
 • Respond to text in personal, creative, and critical ways
 • Use the writing and design process to plan, develop and **organize ideas** in order to communicate clearly
 • Modify the way a message is presented to reflect its communication context by using the **presentation format** that best suits the sender's or others' abilities and skills
 • Convey a message by providing a visual representation that draws on new media
 • Summarize the message conveyed in a text
 • Develop arguments that take into account different perspectives
 • Support arguments with appropriate evidence and references of texts that respond to a specific objective and audience
 • Use grammar, syntax, and punctuation appropriate to the context and purpose
 • Use a variety of stylistic devices to produce different types of texts that respond to a specific objective and audience
 • Behave ethically when communicating
	– the communication model
	 – **memorization strategies**
	 – **citation techniques**
	 • language elements
	     – connotation and denotation
	     – language registers
	     – **types of discourse**
	     – syntax and vocabulary
	     – **digital language**
	 • elements to enrich a text
	     – colourful language
	     – the relationship between images and words
	     – **context**
	     – the digital footprint
	     – the role of visuals

- **Digital citizenship:** Global by nature, it evolves in a virtual world. It is free of physical borders and offers new opportunities and new responsibilities, such as the responsible and ethical use of the Internet and other digital technologies to contribute to civil and social communities.

FRANÇAIS LANGUE PREMIÈRE (French Language Arts 10–12) – Literary and Artistic Studies + New Media

Curricular Competencies – Elaborations   Grade 10

- **diversity:** includes ethnic, cultural, linguistic, sexual, religious, social, and economic diversity, as well as gender identity and gender expression
- **organize ideas:** aim for consistency, efficiency, logic, and a clear flow of ideas
- **presentation format:** digital, visual, oral or other (students might use aids such as graphs, illustrations, music clips, photographs, tables, and videos)

FRANÇAIS LANGUE PREMIÈRE (French Language Arts 10–12) – Literary and Artistic Studies + New Media

Content – Elaborations   Grade 10

- **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:** surrealism, symbolism, absurdism, existentialism, modernism, post-modernism
- **structure:** manner and order in which ideas are organized
- **citation techniques:** paraphrasing, citation, bibliography
- **elements of analysis:** timeframe, spatial framework, narrative techniques (focus, perspective, narrative), character, writer, audience
- **writing techniques:** stylistic, lexical, grammatical, syntactic
- **memorization strategies:** visual, auditory, and kinesthetic associations; mnemonic methods
- **types of discourse:** narrative, descriptive, explanatory, argumentative
- **digital language:** interactivity between words and images, elliptical expressions, jargon, slang, digital abbreviations
- **context:** cultural, social, historic, economic, political, religious, philosophical