

LITERARY AND ARTISTIC STUDIES + SPOKEN LANGUAGE 11 (4 credits)

In Literary and Artistic Studies + Spoken Language 11 (4 credits), students will discover a variety of texts and works from different eras, cultures, styles, and genres. Another goal of this course is to develop oral communication techniques in order to improve students' self-confidence.

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, spoken communication will be explored in a variety of contexts. Students will be introduced to the contributions of non-verbal communication and active listening. Scenario-based simulations will reinforce to students the importance of the audience and the collaborative nature of communication. The course will enable students to explore, interpret, create, and present works for various purposes.

The following are possible focus areas in Literary and Artistic Studies + Spoken Language 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

- radio, podcasts, video
- media presentations, news reports
- slam, spoken word
- presentation of poems and fables
- plays, reader's theatre, skits
- improvisation
- songs
- public speaking
- debates and arguments
- oral presentations

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.

Our voice is a powerful tool in the art of persuasion.

Learning Standards

Curricular Competencies	Content
<p><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></p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> • 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 techniques used in public speaking and their impact on the audience • Analyze the effects of language, structure, technique, and style on the audience • Recognize the contradictions and distortions in meaning in spoken language • Take into account different perspectives in formulating their thoughts 	<p><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 oral expression in a variety of contexts:</i></p> <ul style="list-style-type: none"> • text organization <ul style="list-style-type: none"> – the structure and genre of a text • literary elements <ul style="list-style-type: none"> – rhetoric – stylistic devices – narrative techniques – elements of analysis • strategies <ul style="list-style-type: none"> – taking a position – the writing process – writing techniques – implied versus stated – the communication model – memorization strategies – presentation techniques

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Evaluate the relevance and validity of the information presented in multiple sources to make a decision or take a position • Evaluate the relevance and value of the information presented in multiple sources <p>Creating and Communicating</p> <ul style="list-style-type: none"> • React to a question or problem statement in a creative or critical manner • Respect the writing process in order to communicate effectively • Adopt various elocution styles in their oral communication in order to create the desired effect • Support arguments with appropriate evidence and references • Justify arguments while taking into account different perspectives • Use grammar, syntax, punctuation, and a language register suited to the communicative intention • Draw on verbal and non-verbal elements to enrich oral expression • Behave ethically when communicating 	<ul style="list-style-type: none"> – citation techniques – the art of public speaking – dramatic presence – protocols for using First Peoples stories <ul style="list-style-type: none"> • language elements <ul style="list-style-type: none"> – connotation and denotation – language registers – types of discourse – syntax and vocabulary • elements to enrich a text <ul style="list-style-type: none"> – colourful language – visuals

FRANÇAIS LANGUE PREMIÈRE (French Language Arts 10–12) – Literary and Artistic Studies + Spoken Language
Big Ideas – Elaborations **Grade 11**

- **created:** narrative context and production context

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Curricular Competencies – Elaborations **Grade 11**

- **diversity:** ethnic, cultural, linguistic, sexual, religious, social, economic, gender identity, gender expression
- **context:** cultural, social, historic, economic, political, religious, philosophical
- **validity:** reliability of information considering a variety of factors such as: its origins, its objectivity, its impartiality, its veracity, its incorrectness, etc.
- **value:** importance of information weighing in a variety of perspectives such as: cultural, esthetic, political, historic, personal, etc.

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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
- **art of public speaking:** voice, pacing, tone, pauses
- **dramatic presence:** gesture, posture, space, stage presence, the unspoken
- **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