

## **AREA OF CHOICE: FOCUSED LITERARY STUDIES 11**

### **Description**

The Focused Literary Studies Area of Choice allows students to delve more deeply into literature. Students can explore selected First Peoples themes or authors through literary works in a variety of media. Focused Literary Studies enables students to:

- expand their development as educated Canadian and global citizens
- broaden their understanding of themselves and the world

Possible areas of focus include:

- Genre-specific study of First Peoples literature: poetry, short prose pieces, novels, drama, graphic novels
- Thematic study of First Peoples literature
- Global Indigenous literature
- Specific Indigenous author studies
- Indigeneity and feminism

### **Suggested interdisciplinary links**

Various topics within this area of choice could potentially be paired with curriculum in Social Studies, Visual Art, Music, and Drama.

## BIG IDEAS

The exploration of **text** and **story** deepens understanding of one's identity, others, and the world.

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

First Peoples' **texts** and **stories** provide insight into key aspects of Canada's past, present, and future.

Self-representation through **authentic text** is a means to foster justice.

Indigenous literature plays a role within the process of **Reconciliation**.

## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• Apply appropriate <b>strategies</b> in a <b>variety of contexts</b> to guide inquiry, extend thinking, and comprehend texts</li> <li>• <b>Synthesize</b> ideas from different texts/sources</li> <li>• Articulate how different forms, structures, and features of texts reflect various purposes and audiences</li> <li>• Think critically, creatively, and <b>reflectively</b> to explore ideas within, between, and beyond texts</li> <li>• Explain the impact of personal, social, and cultural contexts, values, and perspectives in texts</li> <li>• Recognize <b>how language constructs and reflects personal, social, and cultural identity</b></li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• <b>Access ideas and information</b> from a <b>variety of sources</b> and evaluate <b>relevance</b>, <b>accuracy</b>, and <b>reliability</b> in relation to purpose</li> <li>• Assess <b>how literary elements, techniques, and devices enhance and shape meaning and impact</b></li> <li>• Explain the role of story and <b>oral tradition</b> in expressing First Peoples' perspectives, values, beliefs and points of view</li> <li>• Describe the diversity within and across First Peoples' societies represented in texts</li> <li>• Assess the authenticity of First Peoples' texts</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>A wide variety of First Peoples literary texts</b></p> <p><b>Oral Tradition</b></p> <ul style="list-style-type: none"> <li>• the <b>legal status</b> of <b>First Peoples' oral traditions</b> in Canada</li> <li>• elements of oral texts</li> <li>• <b>rhetorical devices</b></li> </ul> <p><b>Protocols</b></p> <ul style="list-style-type: none"> <li>• issues related to the ownership of First Peoples' texts and <b>protocols</b> for their use</li> </ul> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• <b>narrative structures, including those found in First Peoples' texts</b></li> <li>• <b>form</b>, function, and genre of texts</li> <li>• <b>features of oral language</b></li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> <li>• <b>oral language strategies</b></li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Demonstrate awareness of how First Peoples' languages and texts reflect their cultures, knowledge, histories, and worldviews</li> <li>• Discern nuances in the meanings of words, considering social, political, historical, and literary contexts</li> <li>• Explain the significance of First Peoples language words and phrases used in English texts</li> <li>• Identify and challenge bias, contradictions, and distortions</li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</li> <li>• Use the conventions of First Peoples' and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</li> <li>• Recognize the difference between intellectual property rights and community protocols and apply as necessary</li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences</li> <li>• Express an opinion and support it with evidence</li> <li>• <b>Assess and refine texts</b> to improve their clarity, effectiveness, and impact according to purpose, <b>audience</b>, and message</li> </ul>	<p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• language change</li> <li>• <b>elements of style</b></li> <li>• rhetorical devices</li> <li>• <b>usage</b></li> <li>• <b>conventions</b></li> <li>• <b>persuasive techniques</b></li> <li>• <b>literary elements and devices</b></li> <li>• literal and <b>inferential</b> meaning</li> </ul> <p><b>Text functions</b></p> <ul style="list-style-type: none"> <li>• <b>bias</b></li> <li>• <b>propaganda</b></li> <li>• manipulation</li> <li>• omission</li> </ul>