



FOCUSED LITERARY STUDIES 10 (2 credits)

Description

Focused Literary Studies 10 is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works 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
- develop higher-level thinking and learning skills

This two-credit course is designed to provide an introduction to Focused Literary Studies 11 (four credits).

The following are possible areas of focus in Focused Literary Studies 10:

- genre-specific studies — poetry, short stories, novels, drama, graphic novels, children’s literature
- Canadian literature
- First Peoples texts
- thematic studies
- specific author studies

Suggested interdisciplinary links

Various topics within this course could potentially be paired with curriculum in Social Studies, English First Peoples, and Arts Education.

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
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read for enjoyment and to achieve personal goals • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Recognize the diversity within and across First Peoples societies represented in texts • Recognize the influence of place in First Peoples and Canadian texts • Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability • Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts; guide inquiry; and extend thinking • Synthesize ideas from a variety of texts/sources • Recognize and appreciate how various forms, structures, and features of texts reflect a variety of purposes, audiences, and messages • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize personal, social, and cultural contexts, as well as values and perspectives in texts, including race, culture, gender, sexual orientation, socio-economic status, place • Construct meaningful personal connections between self, text, and world • Respond to text in personal, creative, and critical ways 	<p><i>Students are expected to know the following:</i></p> <p>Text features and structures</p> <ul style="list-style-type: none"> • narrative structures found in First Peoples and other texts • genres, forms, and purposes of texts • literal and inferential meaning • bias and manipulation <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • elements of style • literary elements and devices • citation techniques • presentation techniques • sentence fluency, usage, and conventions

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact • Recognize an increasing range of text structures and how they contribute to meaning <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking • Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes • Select and apply an appropriate spoken language format for an intended purpose • Use writing and design processes to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences • Express and support an opinion with credible evidence • Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message • 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 new or unfamiliar genres, forms, structures, and styles 	

Big Ideas – Elaborations

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
 - Oral texts include speeches, poems, plays, oral stories, and songs.
 - Written texts include novels, articles, and short stories.
 - Visual texts include posters, photographs, and other images.
 - Digital texts include electronic forms of all the above.
 - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **story:** narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers.

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Curricular Competencies – Elaborations

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- **Access information:** including prior knowledge
- **relevance:** consider the extent to which material has credibility, currency, and significance for the purpose, and whether it resonates with personal experience
- **reliability:** consider point of view, bias, propaganda, and voices left out or omitted
- **strategies:**
 - make predictions, ask questions, paraphrase, form images, make inferences, determine importance, identify themes, draw conclusions
 - consider titles, beginnings, climaxes, key details, extended descriptions, names, repetition, surprises, endings, and changes in direction, setting, or point of view
- **variety of contexts:** distinguish between independent and collaborative settings, formal and informal situations
- **Synthesize:** combine ideas from two or more sources to construct a meaningful whole
- **features of texts:** key words, titles, captions, maps, illustrations, photographs, sidebars/textboxes
- **Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact:** Students are encouraged to delve deeply into text and consider the function of literary elements, techniques, and devices (e.g., allegory parallels the real and fictional; paradox reveals seemingly contradictory truths).
- **extend thinking:** extend and apply thinking to broader contexts
- **writing and design processes:**
 - prewriting, drafting, revising, editing, publishing
 - use of sketch, shade, and colour
 - selecting appropriate format and layout
- **Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact:**
 - creatively and critically manipulate language for a desired effect
 - consciously and purposefully make intentional stylistic choices (e.g., sentence fragments for emphasis or impact)
- **audience:** Students expand their understanding of the range of audiences to include children, peers, professionals, and technical, academic, and business audiences, and expand and refine evidence-based writing for academic and related audiences.
- **acknowledgements and citations:**
 - ownership rights of one's thoughts, ideas, creations, and protocols
 - citing sources in appropriate ways (e.g., bibliography, works cited, parenthetical documentation) to understand and avoid plagiarism

Content – Elaborations

- **narrative structures:** circular, iterative, cyclical
- **literal:** reading “on the line”
- **inferential:**
 - reading “between and beyond the line” — coming to a conclusion based on evidence and reasoning
 - connotation versus denotation
 - ask: What’s important? Why? So what?
 - consider diction, tone, theme, imagery, ideas, syntax
- **bias:** Consider questions such as:
 - Who is the writer?
 - Who is the speaker?
 - What is their “lens”?
 - What is the writer’s motivation for creating the text?
 - When and where was the text created?
 - How did the “writer” create the text?
- **reading strategies:**
 - Consider what strategies students need to use to “unpack” text.
 - Readers use many strategies to make sense of text. They employ strategies with increasing independence depending on the task, text, and context.
 - Strategies include making connections, predicting, inferring, using vocabulary knowledge, questioning, paraphrasing, visualizing, summarizing, identifying big ideas.
- **oral language strategies:** intonation, tone, purpose, active listening, diction, enunciation, paraphrasing
- **metacognitive strategies:** talking and thinking about learning (e.g., through reflecting, questioning, goal-setting, self-evaluating) to develop awareness of self as a reader and as a writer
- **writing processes:** any writing process that includes revision, editing, and consideration of audience
- **literary elements and devices:** Texts use various literary devices, including figurative language, according to purpose and audience.
- **citation techniques:** Students need to be aware of the responsibility to cite sources when using another person’s ideas.
- **usage:** common usage errors, including double negatives, mixed metaphors, and word misuse, such as affect/effect, anyways, their/there, lay/lie, alot/a lot, gonna/going to, could of/could have, less/fewer