



## **FOCUSED LITERARY STUDIES 11 (4 credits)**

### **Description**

Focused Literary Studies 11 allows students to delve more deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) 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
- further develop higher-level thinking and learning skills

The following are possible areas of focus in Focused Literary Studies 11:

- canonical literature by era — Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century
- genre-specific studies — poetry, short stories, novels, drama, graphic novels, children’s literature
- world literature
- diasporic literature
- feminist literature
- Canadian literature
- First Peoples texts
- 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 <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>• Read for enjoyment and to achieve personal goals</li> <li>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li> <li>• Recognize the diversity within and across First Peoples societies represented in texts</li> <li>• Recognize the influence of place in First Peoples and Canadian texts</li> <li>• <b>Access information for diverse purposes</b> and from a <b>variety of sources</b> and evaluate its <b>relevance</b>, accuracy, and <b>reliability</b></li> <li>• Apply appropriate <b>strategies</b> in a <b>variety of contexts</b> to comprehend written, oral, visual, and <b>multimodal texts</b>; guide inquiry; and extend thinking</li> <li>• <b>Synthesize</b> ideas from a variety of texts/sources</li> <li>• Recognize and appreciate how various forms, structures, and <b>features of texts</b> reflect a variety of purposes, audiences, and messages</li> <li>• Think critically, creatively, and <b>reflectively</b> to explore ideas within, between, and beyond texts</li> <li>• Recognize personal, social, and cultural contexts, as well as values and perspectives in texts, including race, culture, gender, sexual orientation, socio-economic status, place</li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• Respond to <b>text</b> in personal, creative, and critical ways</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• <b>narrative structures</b> found in First Peoples and other texts</li> <li>• form, function, and genre of texts</li> <li>• elements of non-fiction texts</li> <li>• elements of visual/graphic texts</li> <li>• <b>literal</b> and <b>inferential</b> meaning</li> <li>• <b>bias, propaganda</b>, and manipulation</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• metacognitive strategies</li> <li>• <b>writing processes</b></li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• language evolution</li> <li>• syntax and sentence fluency</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• <b>Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact</b></li> <li>• Recognize an increasing range of <b>text</b> structures and how they contribute to meaning</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 <b>extend thinking</b></li> <li>• Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes</li> <li>• Select and apply an appropriate spoken language format for an intended purpose</li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences</li> <li>• Express and support an opinion with credible evidence</li> <li>• <b>Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact</b> according to purpose, <b>audience</b>, and message</li> <li>• Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context</li> <li>• Use <b>acknowledgements and citations</b> to recognize <b>intellectual property rights</b></li> <li>• Transform ideas and information to create original texts, using new or unfamiliar genres, forms, structures, and styles</li> </ul>	<ul style="list-style-type: none"> <li>• elements of style</li> <li>• <b>rhetorical devices</b></li> <li>• <b>usage</b></li> <li>• conventions</li> <li>• <b>persuasive techniques</b></li> <li>• <b>literary elements and devices</b></li> <li>• <b>citation techniques</b></li> <li>• presentation techniques</li> </ul>

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.

Curricular Competencies – Elaborations

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- **Access information:** including prior knowledge
- **diverse purposes:** including contrast, synthesize, narrate, describe
- **variety of sources:** including print, digital, visual, artistic, and diverse cultural sources
- **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
- **multimodal texts:** texts that combine two or more systems, such as linguistic, visual, audio, gestural, and spatial. They can be delivered via a variety of media or technologies (e.g., music video, digital presentation tools, graphic novel, post-modern picture book, close-captioned film).

Curricular Competencies – Elaborations

- **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
- **reflectively:** includes metacognitive strategies such as identifying strengths and areas of focus, setting goals, making plans for improvement, and self-assessment
- **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 varied audiences and refine evidence-based writing.
- **acknowledgements and citations:** citing sources in appropriate ways (e.g., bibliography, works cited, parenthetical documentation) to understand and avoid plagiarism
- **intellectual property rights:** ownership rights of one’s thoughts, ideas, creations, and protocols

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?

Content – Elaborations

- 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?
- **propaganda:** Consider questions such as:
  - What is the intended result?
  - What is the writer’s purpose/motivation?
  - Who is the targeted audience? Why?
  - How is the text misleading/ inaccurate/biased?
- **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
- **writing processes:** any writing process that includes revision, editing, and consideration of audience
- **features of oral language:** voice (tone), pacing, intonation, expression, volume
- **rhetorical devices:** figurative language, parallelism, repetition, irony, humour, exaggeration, emotional language, logic, direct address, rhetorical questions, allusion
- **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
- **persuasive techniques:**
  - repetition, parallel structure, rhetorical questions, irony, satire, parody, diction
  - ethical, logical, and emotional appeals
- **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.