

## **LITERARY STUDIES 12 (4 credits)**

### **Description**

Literary Studies 12 allows students to delve more deeply into literature through increasingly complex texts. 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 refine higher-level thinking and learning skills

The following are possible areas of focus within Literary Studies 12:

- 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
- topic, theme, or inquiry
- canonical literature by era — Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century

## 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>• Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view</li> <li>• Understand the diversity within and across First Peoples' societies as represented in texts</li> <li>• Understand the influence of <b>land/place</b> in First Peoples' and other Canadian texts</li> <li>• Use information for diverse purposes and from a variety of sources</li> <li>• Evaluate the <b>relevance</b>, accuracy, and <b>reliability</b> of texts</li> <li>• Select and apply appropriate <b>strategies</b> in a <b>variety of contexts</b> to comprehend written, oral, visual, and <b>multimodal texts</b>, to guide inquiry, and to transform thinking</li> <li>• Understand and appreciate how different forms, formats, 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 analyze ideas within, between, and beyond texts</li> <li>• Recognize and analyze personal, social, cultural contexts, values, and perspectives in texts, including culture, gender, sexual orientation, and socio-economic status</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• A variety of text <b>forms</b> and <b>genres</b></li> <li>• <b>Appropriation</b> and <b>reclamation of voice</b></li> <li>• The <b>evolution of language</b></li> </ul> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• form, function, and genre of texts</li> <li>• features and structures of First Peoples' texts:</li> <li>• <b>narrative structures found in First Peoples' texts</b> <ul style="list-style-type: none"> <li>– <b>protocols related to the ownership of First Peoples' oral texts</b></li> </ul> </li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• multimodal writing strategies</li> <li>• metacognitive strategies</li> <li>• writing processes</li> <li>• reading strategies</li> <li>• oral language strategies</li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• elements of style</li> <li>• usage and conventions</li> <li>• citation techniques</li> <li>• literary elements and devices</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Appreciate and understand how language constructs personal, social, and cultural identities</li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• Analyze how text structures, literary elements, techniques, and devices enhance and shape meaning and impact</li> <li>• Recognize an increasing range of text structures and understand how they contribute to meaning</li> <li>• Discern nuances in the meanings of words, considering social, political, historical, and literary contexts</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>transform thinking</b></li> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes</li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a variety of purposes and <b>audiences</b></li> <li>• Express and support an opinion with evidence to achieve purpose</li> <li>• <b>Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact</b></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 intellectual property rights</li> <li>• Transform ideas and information to create original texts, using various genres, forms, structures, and styles</li> </ul>	