**Area of Learning: ENGLISH LANGUAGE ARTS Grade 11**

**LITERARY STUDIES 11 (4 credits)**

**Description**

Literary Studies 11 allows students to delve 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 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
* specific topic, theme, or inquiry
* literature by era (Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century)

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**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:*  Comprehend and connect (reading, listening, viewing)   * Read for enjoyment and to achieve personal goals * Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view * Recognize and understand the diversity within and across First Peoples societies  as represented in texts * Understand the influence of **land/place** in First Peoples and other Canadian texts * Access information for diverse purposes and from a variety of sources * Evaluate the **relevance**, accuracy, and **reliability** of texts * Apply appropriate **strategies** in avariety of contexts to comprehend written, oral,  visual, and **multimodal texts**, to guide inquiry, and to extend thinking * Recognize and understand how different **forms**, **formats**, **structures,** and **features of texts** enhance and shape meaning and impact * Think critically, creatively, and reflectively to explore ideas within, between,  and beyond texts * Recognize and understand **personal, social, and cultural contexts, values,  and perspectives in texts, including culture, gender, sexual orientation, and  socio-economic factors** * Recognize and understand how language constructs personal, social,  and cultural identities | *Students are expected to know the following:*  Text forms and genres  Text features and structures   * **form, function,** and **genre** of texts * elements of visual/graphic texts * **narrative structures found in First Peoples texts** * **protocols related to the ownership of First Peoples oral texts**   Strategies and processes   * **reading strategies** * **oral language strategies** * **metacognitive strategies** * **writing processes** * design processes   Language features, structures, and conventions   * **elements of style** * **usage** and **conventions** * citation techniques * **literary elements and devices** * literal meaning and inferential meaning |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Construct meaningful personal connections between self, text, and world * Evaluate how text structures, literary elements, techniques, and devices enhance  and shape meaning and impact * Discern nuances in the meanings of words, considering social, political, historical,  and literary contexts * Identify bias, contradictions, distortions, and omissions   Create and communicate (writing, speaking, representing)   * **Respectfully exchange ideas and viewpoints** from diverse perspectives to build shared understandings and extend thinking * Respond to text in personal, creative, and critical ways * Demonstrate **speaking** and **listening skills** in a variety of formal and informal **contexts** for a **range of purposes** * Use **writing and design processes** to plan, develop, and create engaging and meaningful texts for a variety of purposes and **audiences** * Express and support an opinion with evidence * Reflect on, assess, and **refine texts to improve clarity, effectiveness, and impact** * 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 various genres, forms, structures, and styles |  |