**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 genresText 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
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