

## LITERARY AND ARTISTIC STUDIES + SPOKEN LANGUAGE 10 (4 credits)

In Literary and Artistic Studies 10 (4 credits), students will discover a variety of texts and works from different eras, cultures, styles, and genres. This course recognizes that oral communication is key to becoming an engaged and informed citizen.

In this course, students will develop their ability to analyze, interpret, and evaluate in order to appreciate the formal and aesthetic qualities of a work. By studying a range of authors and artists, students will acquire a general culture that will contribute to the development of their Francophone identity. The course will broaden their horizons as citizens of the world.

Throughout this course, spoken communication, including that used in performance, will be explored in different contexts. Students will explore and compose a variety of oral texts, ranging from formal documents to creative writing and presentations. Students will be introduced to various types of oral expression and consider the benefits of non-verbal communication and active listening. Scenario-based simulations will reinforce to students the importance of the audience and the collaborative nature of communication. The course will enable them to explore, interpret, create, and present works for various purposes.

The following are possible focus areas in Literary and Artistic Studies + Spoken Language 10:

### Literary and Artistic Studies

- literary genres: play, novel and short story, essay, poetry and song, speech
- artistic movements of the 20th century: surrealism, symbolism, absurdism, existentialism, modernism, post-modernism
- art forms: sculpture, painting, drawing, film, music, dramatic arts (mime, theatre, dance, circus), architecture, media arts (radio, television, photography), video games, graphic novels, culinary expression

### Spoken Language

- the development process: planning, drafts, self-assessment, editing, presentation
- the end product: radio, podcasts, videos, media presentations, news reports, spoken word/slam poetry, poetry, fables, plays, songs, speeches, debates, public speaking
- citation techniques: how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of sources
- presentation: formal or informal presentation, publication, stage performance

## BIG IDEAS

Reflecting and discussing a text enriches our understanding of ourselves, others, specific time periods, and the world.

Linguistic precision helps develop critical and creative thinking.

Understanding the form of a text makes it possible to appreciate its aesthetic and meaning.

Literary and artistic works reflect global Francophone culture and history, as shaped by the perception of the author.

A text is necessarily linked to time and space.

Our voice is a powerful tool in the art of persuasion.

## Learning Standards

| Curricular Competencies   | Content   |
|---|---|
| <p><i>As authors, readers, and speakers, students are expected to do the following, using oral and written, digital and print, and textual and visual materials:</i></p> <p><b>Exploring and Reflecting</b></p> <ul style="list-style-type: none"> <li>• Identify, compare, and make connections between themes and cultural references in French-language texts</li> <li>• Define the problem statement of a text</li> <li>• Consider the <b>diversity</b> and richness of the context to grasp the message conveyed in French-language texts</li> <li>• Recognize and understand the role of story and oral and artistic tradition in expressing First Peoples perspectives, values, and beliefs</li> <li>• Recognize prejudices and biases</li> <li>• Recognize the techniques used in public speaking and their impact on the audience</li> <li>• Explore the symbolism in a text in order to better grasp the text's meaning</li> <li>• Analyze the effects of language, structure, technique, and style on the audience</li> <li>• Evaluate the relevance and <b>validity</b> of the information presented to make a decision or take a position</li> </ul> | <p><i>Students are expected to know and understand the following, using a <b>variety</b> of texts and works from a broad range of <b>literary genres</b> and <b>artistic movements</b> with a focus on oral expression in a variety of contexts:</i></p> <ul style="list-style-type: none"> <li>• text organization <ul style="list-style-type: none"> <li>– the <b>structure</b> and genre of a text</li> <li>– source attribution and <b>citation techniques</b></li> </ul> </li> <li>• literary elements <ul style="list-style-type: none"> <li>– rhetoric</li> <li>– stylistic devices</li> <li>– <b>elements of analysis</b></li> <li>– protocols for obtaining permission and use of First Peoples stories</li> </ul> </li> <li>• strategies <ul style="list-style-type: none"> <li>– taking a position</li> <li>– <b>writing techniques</b></li> <li>– implied versus stated</li> <li>– the communication model</li> <li>– <b>memorization strategies</b></li> </ul> </li> </ul> |

Learning Standards (continued)

| Curricular Competencies  | Content   |
|--|---|
| <p><b>Creating and Communicating</b></p> <ul style="list-style-type: none"> <li>• Use the writing and design process to plan, develop and <b>organize ideas</b> in order to communicate clearly</li> <li>• Summarize the message conveyed in a text</li> <li>• Develop arguments that take into account different perspectives</li> <li>• Draw on verbal and non-verbal elements to enrich oral expression</li> <li>• Support arguments with appropriate evidence and references</li> <li>• Use grammar, syntax, and punctuation appropriate to the context and purpose</li> <li>• Use a variety of stylistic devices that respond to a specific objective and audience</li> <li>• Behave ethically when communicating</li> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Produce a text in personal, creative, and critical ways</li> </ul> | <ul style="list-style-type: none"> <li>– presentation techniques</li> <li>– the <b>art of public speaking</b></li> <li>– <b>dramatic presence</b></li> <li>– <b>citation techniques</b></li> <li>• language elements               <ul style="list-style-type: none"> <li>– connotation and denotation</li> <li>– language registers</li> <li>– <b>types of discourse</b></li> <li>– syntax and vocabulary</li> </ul> </li> <li>• elements to enrich a text               <ul style="list-style-type: none"> <li>– colourful language</li> <li>– <b>context</b> (social and cultural)</li> <li>– visuals</li> </ul> </li> </ul> |