

## LITERARY AND ARTISTIC STUDIES + SPOKEN LANGUAGE 11 (4 credits)

In Literary and Artistic Studies + Spoken Language 11 (4 credits), students will discover a variety of texts and works from different eras, cultures, styles, and genres. Another goal of this course is to develop oral communication techniques in order to improve students' self-confidence.

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. In addition, the course will broaden their horizons as citizens of the world.

Throughout this course, spoken communication will be explored in a variety of contexts. Students will be introduced to the contributions 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 students to explore, interpret, create, and present works for various purposes.

The following are possible focus areas in Literary and Artistic Studies + Spoken Language 11:

### Literary and Artistic Studies

- literary genres: play, novel and short story, essay, poetry and song, speech
- 19th century artistic movements: romanticism, realism, naturalism, symbolism
- art forms: sculpture, painting, drawing, music, dramatic arts (mime, theatre, dance, circus), architecture, culinary expression

### Spoken Language

- radio, podcasts, video
- media presentations, news reports
- slam, spoken word
- presentation of poems and fables
- plays, reader's theatre, skits
- improvisation
- songs
- public speaking
- debates and arguments
- oral presentations

## BIG IDEAS

Language is a tool we can use to explore ourselves, others, and the world, and to construct profound meaning.

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 Francophone culture and history, as shaped by the perception of the author.

A text is inevitably linked to the time and space in which it was **created** and in which it is consumed.

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>• Understand, compare, and make connections between themes and cultural references in French-language texts</li> <li>• Synthesize ideas conveyed in a text</li> <li>• Challenge a text from a personal perspective</li> <li>• Consider the <b>diversity</b> and richness of the <b>context</b> to analyze the message conveyed in Francophone and other 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>• Analyze the symbolism or aesthetic references in a text in order to better grasp the text’s meaning</li> <li>• Analyze the techniques used in public speaking and their impact on the audience</li> <li>• Analyze the effects of language, structure, technique, and style on the audience</li> <li>• Recognize the contradictions and distortions in meaning in spoken language</li> <li>• Take into account different perspectives in formulating their thoughts</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> </ul> </li> <li>• literary elements <ul style="list-style-type: none"> <li>– rhetoric</li> <li>– stylistic devices</li> <li>– narrative techniques</li> <li>– <b>elements of analysis</b></li> </ul> </li> <li>• strategies <ul style="list-style-type: none"> <li>– taking a position</li> <li>– the <b>writing process</b></li> <li>– <b>writing techniques</b></li> <li>– implied versus stated</li> <li>– the communication model</li> <li>– <b>memorization strategies</b></li> <li>– presentation techniques</li> </ul> </li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Evaluate the relevance and <b>validity</b> of the information presented in multiple sources to make a decision or take a position</li> <li>• Evaluate the relevance and <b>value</b> of the information presented in multiple sources</li> </ul> <p><b>Creating and Communicating</b></p> <ul style="list-style-type: none"> <li>• React to a question or problem statement in a creative or critical manner</li> <li>• Respect the writing process in order to communicate effectively</li> <li>• Adopt various elocution styles in their oral communication in order to create the desired effect</li> <li>• Support arguments with appropriate evidence and references</li> <li>• Justify arguments while taking into account different perspectives</li> <li>• Use grammar, syntax, punctuation, and a language register suited to the communicative intention</li> <li>• Draw on verbal and non-verbal elements to enrich oral expression</li> <li>• Behave ethically when communicating</li> </ul>	<ul style="list-style-type: none"> <li>– <b>citation techniques</b></li> <li>– the <b>art of public speaking</b></li> <li>– <b>dramatic presence</b></li> <li>– <b>protocols for using First Peoples stories</b></li> </ul> <ul style="list-style-type: none"> <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>– visuals</li> </ul> </li> </ul>