LITERARY AND ARTISTIC STUDIES + NEW MEDIA 11 (4 credits)

In Literary and Artistic Studies + New Media 11 (4 credits), students will discover a variety of texts and works from different eras, cultures, styles, and genres. This course recognizes that digital literacy is an essential characteristic of the 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. In addition, the course will broaden their horizons as citizens of the world.

Throughout this course, students will also be encouraged to reflect on how media changes our social behaviour, understanding of the world, and ways of communicating. Students will develop digital skills and a greater understanding of how human, cultural, and social issues relate to technology. They will also explore the new possibilities for creative expression provided by digital media. Students will be able to identify ethical, law-abiding behaviours that can help them make informed decisions throughout their lives.

The following are possible focus areas in Literary and Artistic Studies + New Media 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

- the development process
- the end product: websites, blogs, social media, video games, e-mail, online messaging services, multimedia arts, videos
- citation techniques: how to cite sources, consider the credibility of evidence, and assess the quality and reliability of sources
- presentation: formal or informal presentation, publication, stage performance
- oral presentations

Area of Learning: FRANÇAIS LANGUE PREMIÈRE (French Language Arts 10–12) —
Literary and Artistic Studies + New Media

Grade 11

Ministry of Education

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.	**Digital citizenship** implies recognizing the impact that new media has on ourselves, others, and the world.

Learning Standards

Curricular Competencies	Content
As authors, readers, and speakers, students are expected to do the following, using oral and written, digital and print, and textual and visual materials:	*Students are expected to know and understand the following, using a **variety** of texts and works from a broad range of **literary genres** and **artistic movements**, with a focus on using a variety of multimodal, interactive, and digital texts:*
Exploring and Reflecting	
• Understand, compare, and make connections between themes and cultural references in French-language texts	• text organization
• Synthesize ideas conveyed in a text, including ideas drawn from a variety of multimodal texts to make a decision or take a position	− the **structure** and genre of a text
• Challenge a text from a personal perspective	− graphic organization
• Consider the **diversity** and richness of the **context** to analyze the message conveyed in Francophone and other texts	• literary elements
• Recognize and understand the role of story and oral and artistic tradition in expressing First Peoples perspectives, values, and beliefs	− rhetoric
	− stylistic devices
• Analyze the symbolism or aesthetic references in a text, including **multimodal** texts, in order to better grasp the text's meaning	− **elements of analysis**
• Analyze the effects of language, structure, technique, and style on the audience	• strategies
	− taking a position
• Evaluate the relevance and **value** of the information presented in multiple sources	− the **writing process**
	− **writing techniques**
• Evaluate the impact of digital citizenship on thought, communication, and social behaviour	− subjectivity and objectivity
	− implied versus stated
	− the communication model
	− **memorization strategies**

Area of Learning: FRANÇAIS LANGUE PREMIÈRE (French Language Arts 10–12) —
Literary and Artistic Studies + New Media

Grade 11

Learning Standards (continued)

Curricular Competencies	Content

Creating and Communicating
 	
• React to a question or problem statement in a creative or critical manner
• Choose the **presentation mode** that is best suited to a communication situation
• Choose a variety of stylistic devices to produce different types of texts that respond to a specific objective and audience
• Convey a message by creating a multimodal text
• Respect the writing process in order to communicate effectively
• Justify arguments while taking into account different perspectives
• Use grammar, syntax, punctuation, and a language register suited to the communicative intention
• Behave ethically when communicating
	– **citation techniques**
	   – **protocols for using First Peoples stories**
	
	• language elements
	   – connotation and denotation
	   – language registers
	   – syntax and vocabulary
	   – **types of discourse**
	   – **digital language**
	• elements to enrich a text
	   – the relationship between images and words
	   – colourful language
	   – the digital footprint
	   – the role of visuals
	   – visuals
	   – ethical behaviours

- **created:** narrative context and production context
- **Digital citizenship:** responsible and ethical use of the Internet and other digital technologies to contribute to civil and social communities

- **diversity:** ethnic, cultural, linguistic, sexual, religious, social, economic, gender identity, gender expression
- **context:** cultural, social, historic, economic, political, religious, philosophical
- **multimodal:** multimodality is characterized by the presence of different visual, linguistic, and auditory modes within a single document
- **value:** importance of information weighing in a variety of perspectives such as: cultural, esthetic, political, historic, personal, etc.
- **presentation mode:** students might use aids such as graphics, illustrations, music clips, photographs, tables, and videos

- **variety:** literary texts and works from at least two different eras, places, and genres
- **literary genres:** play, novel and short story, essay, poetry, song, speech
- **artistic movements:** romanticism, realism, naturalism, symbolism
- **structure:** manner and order in which ideas are organized
- **elements of analysis:** time frame, spatial framework, narrative techniques (focus, perspective, narrative), character, writer, and audience
- **writing process:** planning (organizing ideas, aiming for consistency, efficiency, logic, and a clear flow of ideas), drafting, revising, writing, editing, publication
- **writing techniques:** stylistic, lexical, grammatical, and syntactic
- **memorization strategies:** master the content and its presentation in order to maintain visual contact with the audience; refer to a proverb, a work of art, a famous quote, a film
- **citation techniques:** paraphrasing, citation, bibliography
- **protocols for using First Peoples stories:** First Peoples stories are often subject to usage protocols (who they belong to, where and when they can be shared and by whom); First Peoples programs within the school board can provide assistance and advice regarding local protocols
- **types of discourse:** narrative, descriptive, explanatory, argumentative
- **digital language:** interactivity between word and image, elliptical expression, jargon, slang, and digital abbreviations